

Lamesley Childcare at Harlow Green Community Primary School

Inspection report for early years provision

Unique reference number EY360603
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Inspector Julie Larner

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Lamesley Childcare at Harlow Green is run by Lamesley Childcare which is an organisation with charitable status. They operate several out of school provisions in Gateshead, Tyne and Wear. The group use the main hall, dance studio, learning zone and the room attached to this, in Harlow Green Community School, Harlow Green, Gateshead. The group have use of an enclosed outdoor area and multi purpose games area for outdoor play. Children attending come from the school in which the out of school provision is based and a wider area. The group operates from 07.35 to 08.55 and 15.15 to 18.00. There are 42 children on roll, 2 of whom are in the early years range. There are four staff working with the children, including the manager, all of whom hold a relevant qualification.

Overall effectiveness of the early years provision

Children are all valued as individuals with differing needs and abilities. Inclusion is promoted highly effectively in the setting to ensure that children feel safe, relaxed and happy. Risks in the areas that are used are mostly minimised successfully to ensure children remain safe. A warm, welcoming atmosphere where children are valued and listened to promotes children's self esteem and confidence very well.

Effective systems ensure that staff gain a very good understanding of the children they care for and their individual needs because of this the group clearly identifies further areas to improve, such as extending the equipment and toys to meet younger children's needs and stage of development. Children are fully consulted in planning activities, however, staff's basic knowledge of the areas of learning impacts on their ability to further extend children's development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend staffs knowledge of the areas of learning
- ensure risk assessments are effective in all areas of the provision.

The leadership and management of the early years provision

Children are cared for by suitable, well qualified adults due to the high importance that is placed on continuous staff development and rigorous recruitment procedures. Regular training on child protection and clear policies that are easily available to parents and staff ensures the staff team have a clear understanding of how to safeguard children's welfare and what to do if they have concerns.

Children are cared for by a staff group that have a very clear understanding of their roles and how to put the group's policies, paperwork and procedures into practice. Strategic planning of staff deployment ensures that the skills staff possess

compliment the needs of the children that they care for. For example, the co-ordinator chooses staff to work in the group who have enthusiasm, skills and motivation for physical play which has a positive influence on the children in the group.

Leadership of the group provides a clear focus on how to improve and involves parents, staff and children in evaluating the setting's strengths and areas to improve. Children's views and contributions are regularly listened to making sure that they have opportunities and experiences that they enjoy. They actively evaluate to say what they liked or what they felt did not go well. The group is developing close links with the school to ensure that they work together to meet the needs of the children in their care. Friendly daily exchanges with parents means that they feel comfortable, begin to develop good working relationships with the group and that staff can gather specific information to meet the children's individual needs.

The quality and standards of the early years provision

Children enjoy a healthy and varied range of snacks that contribute towards a good diet. They are offered alternative fruits to encompass their likes and dislikes and are involved in planning menus for the week, with staff support. This contributes to their knowledge of foods that are good and bad for them. Good hygiene practices are promoted to ensure children are protected from cross-infection and play with clean, well maintained equipment.

Children move around a fairly safe environment, however, risk assessments of the areas used and daily checklist used by staff are not sufficiently effective to fully protect the children's welfare, for example, not all electrical sockets are covered. The staff's use of space is mainly effective for most of the session as they create areas for different types of children's play for example, role play, construction, quiet areas and creative areas. However, the quality of children's choices are compromised when the group does not have access to certain areas of the building, such as the hall and children have to use communal areas which are not set out to provide a wide range of choices.

Children clearly have very good relationships with the staff as they laugh and talk together. They confidently express themselves knowing that their thoughts and opinions will be listened to and valued. Consistent boundaries from staff help children to learn how to behave responsibly as they remind children to think about the effect their behaviour has on others and about how to keep themselves safe as they remind children to be careful when playing with balls. Staff sensitively help children to sort out their differences, which children respond well to as they listen to what the staff have to say.

Staff make informal observations about what children do to help them provide a broad range of experiences that are both suitable and that the children enjoy, however, staff's knowledge of the areas of learning to extend children's individual progress is sometimes basic. Staff identify areas for improvement, such as obtaining sufficient and suitable equipment for differing age ranges, helping to

provide children with a wider range of activities and play experiences. Planning remains flexible to ensure children's interests and needs are met as children enjoy socialising with friends at snack time, being physically active in the hall as they chase and catch staff, making models, watching videos and reading books.

Older children provide a very positive role model for the younger children attending as they take responsibility for completing routine tasks, such as washing and tidying up and behave very well.

Children have good opportunities to use their imagination as they make dens out of fabrics in the hall. They enjoy their time at the setting which is evident as they excitedly talk to staff about what they would like to do the next time they come and are reluctant to leave when they are collected.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure information about the registration system for the voluntary part of the Childcare register is made available to parents.

08/12/2008

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There are no complaints to report since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.