

SWASP 8

Inspection report for early years provision

Unique reference number	EY264451
Inspection date	15/10/2008
Inspector	Margaret Goodchild
Setting address	Olney First School, Spinney Hill Road, Olney, Buckinghamshire, MK46 5AD
Telephone number	07802 410472
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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

SWASP 8 is one of several out of school groups run by SWASP Private Childcare Services Limited. It opened in 2002 and operates from the school hall in Olney First School, Olney, Buckinghamshire. On those occasions when the hall is not available, the group is able to use a classroom in the school. It has daily access to the school grounds and to outdoor play equipment. The group is open each weekday during term time, when sessions are from 15.00 to 18.00, and from 08.30 to 18.00 during school holidays. A maximum of 40 children may attend the group at any one time, of whom up to 12 may be children in the Early Years Foundation Stage. Currently, there are five children in the Early Years Foundation Stage and 25 children aged from five to ten. The older children share the same facilities as the children in the Early Years. Children from the local area attend the group for a variety of sessions. The group employs two members of staff and both hold appropriate qualifications. This provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

SWASP 8 is a satisfactory provision: it provides a good level of care and satisfactory opportunities for learning and development. The adults ensure that children are kept safe and that all are socially included. The children enjoy the activities provided and play happily together in mixed age groups. There are, as yet, no formal systems in place for assessing children's skills, knowledge and understanding or for recording their development and next steps in their learning. The provision is satisfactorily led and managed, giving rise to satisfactory capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that staff receive training in meeting and putting into practice the requirements of the Early Years Foundation Stage
- introduce self-evaluation procedures and record the findings, for instance, using the self-evaluation form
- gather assessment information about what each child knows, understands and can do and record observations that take into account the views of parents and other providers
- deepen planning to ensure that the six areas of learning are regularly represented and that the learning needs of individual children are met

The leadership and management of the early years provision

The provision is satisfactorily led and managed. Care aspects of the provision are led well. An appropriate range of policies and procedures underpins the safe management of the group. The manager delegates tasks effectively to her

assistant and ensures that necessary steps are taken to safeguard the children and promote their welfare. Suitable checks are made to ensure the adults are suitable to work with children and they are aware of child protection procedures. The staff have undertaken appropriate childcare training, including the administration of first aid to young children, but not yet any training in the Early Years Foundation Stage.

Lack of training by the staff in implementing the new Early Years guidance means that leadership of learning and development is satisfactory. There is no formal assessment system and though staff informally notice and encourage aspects of children's development, they do not record what they have observed. A weekly outline plan and the range of learning activities provided shows that satisfactory thought has gone into providing for children's personal, social and emotional development, creative development and physical development. Planning for other areas of learning and to meet individual needs is not yet well enough established. Staff work effectively in partnership with the first school and with parents about the children's care and general well-being. However, they do not yet work closely enough with parents, or with other settings that children attend, to ensure that information is shared about their learning and development. On a day-to-day basis, staff consider which activities children have enjoyed and adjust activities accordingly. However, there is no system for evaluating the group's effectiveness or for formally identifying what is working well and what could be improved.

The quality and standards of the early years provision

Children's health, safety and well-being are promoted well. Children are closely supervised and swift action is taken if any child needs reassurance or practical assistance. A first aid box is kept readily to hand, and any accidents are appropriately recorded and parents informed. Children are encouraged to develop an awareness of healthy living, for instance, through taking part in vigorous exercise in the outdoor area, and eating snacks that include fruit and vegetables. Children's social development is good and new children settle in quickly. They have good relationships with the adults who care for them and grow in confidence through socialising with and playing alongside older children. Staff encourage children to play safely and show consideration for others' feelings. Behaviour is mostly good. It is clear that children enjoy their time at the group, readily choose from the activities provided and become absorbed in activities of their choice.

The adults provide satisfactory opportunities for children to achieve, learn and develop. Indoor spaces, equipment and toys meet children's needs satisfactorily. Much of the play equipment focuses on children's creative development. As a result, they make good progress in this area of learning, for instance, through taking part in artistic activities. They also make good progress in their imaginative development, readily taking part in small world play, role-play and dressing up. The outdoor area is a strength and provides opportunities for children to develop a range of physical skills. There are some opportunities to make use of books, but planning for communication, language and literacy, problem solving, reasoning and numeracy and knowledge and understanding of the world is limited. These areas of learning receive less focus than personal, social and emotional development, physical development and creative development. Planning is satisfactory overall and informal

observation leads staff to make some adjustments to the activities provided. However, the lack of a system for gathering and recording assessment information means that planning does not take into account as much as it should the next steps in learning for individual children.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
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?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
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: Met

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 have been no complaints made to Ofsted since the last inspection.

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.