

Stay and Play at Shevington Vale

Inspection report for early years provision

Unique reference number	EY282896
Inspection date	09/12/2008
Inspector	Margaret Patricia Mellor
Setting address	Runshaw Avenue,, Appley Bridge, Wigan, Lancashire, WN6 9JP
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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

Stay and Play at Shevington Vale was registered in 2004. It is run by a voluntary management committee, and based in Shevington Vale Primary School in Appley Bridge, Wigan. Children use a designated room, two classrooms and school hall for their care and out of school activities. There is a secure, fully enclosed area for children's outdoor play. It serves children going to school in the local community.

A maximum of 24 children aged from three to under eight years may attend at any one time. The provision is open Monday to Friday, term time only, from 07.30 until 09.00 and from 15.30 until 18.00. There are four children aged from four to five years on roll in the Early Years Foundation Stage (EYFS). They also care for 30 children aged from five to 11 years, and this provision is registered by Ofsted on the compulsory and voluntary childcare registers. They support children with learning difficulties or disabilities.

The provision employs four staff to work with the children. There are three staff qualified to level 3 in early years, and one staff qualified to level 2. The school caretaker is responsible for cleaning. Staff receive support from Wigan Council Children's and Young People's services.

Overall effectiveness of the early years provision

Children attending Stay and Play are very confident and happy, and are cared for in a stimulating and inclusive environment. Staff are very attentive and considerate to the children, promoting their health and safety exceptionally well. They plan an enjoyable range of activities, and are beginning to use assessment to monitor children's learning and development. The strong, friendly partnership with parents, and links with the school, helps to meet all the children's needs. Staff demonstrate a strong commitment to improving the outcomes for children, for example, they have successfully met the action from the previous inspection and introduced self-evaluation to identify their strengths and areas for improvement.

What steps need to be taken to improve provision further?

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

- build upon the range of resources to extend children's awareness of equality and diversity
- continue to develop the planning and assessment arrangements to include the children's starting points
- improve self-evaluation to take into account the views of children and parents.

The leadership and management of the early years provision

Children benefit from good adult support because staff are very experienced and qualified and regularly attend training events to enhance their skills. Staff are very familiar with the Early Years Foundation Stage (EYFS) and how children learn through play, recognising that the assessment arrangements are not yet fully consolidated for those children in the EYFS. They show plenty of commitment to continuous improvement, identifying some gaps in resources that reflect positive images but they are not yet considering the views of children or parents to inform the self-evaluation process.

A great emphasis is based on promoting children's health and safeguarding their well-being, for instance, a healthy lifestyle is very much encouraged, and risk assessments and vetting procedures for adults are particularly robust. Well written policies, appraisal sessions and safeguarding training ensures that all staff have a strong understanding of their roles and responsibilities for reporting child protection concerns. All the regulatory documentation is organised well, and maintained with regard for confidentiality issues.

The managers and staff work very well together; this is reflected in children's happiness, confidence, and strong sense of belonging. Staff organise the toys creatively affording children good opportunities to become independent, and set out a variety of activities before children arrive, promoting a welcoming environment. Staff are very attentive, and the effective key-person system works well in practice, helping them to become familiar with each child's needs. Children with learning difficulties or disabilities are welcomed into the provision and successful partnerships with parents and the school helps promotes an inclusive environment. For example, staff make sure puzzles, board games and books are developmentally appropriate, and art and craft is accessible to all. Parents speak very highly of the stimulating and caring environment, and their children's social development and achievements. Important links have been forged with the school with the exchanging of information for children in the EYFS, enhancing their continuity of learning and development between settings.

The quality and standards of the early years provision

Children are very familiar with their environment settling quickly to activities with their friends, engaging in creative play and chatting about what they are doing. They are supported well by a motivated staff team who plan a good balance of free play and focused activities, with a strong emphasis on enjoyment and involving the children's interests. Children's personal, social, and emotional development is fostered exceptionally well, for example, their thoughts, ideas, and views on planned activities and acceptable behaviours. They develop very positive attitudes toward diversity through none gender specific activities, inclusive practice, the multi-cultural toys and celebrating their own and others cultures. Staff are beginning to use observation and assessment to monitor children's progress but there are no initial assessments to inform planning.

The many toys and wealth of children's artwork displayed on the walls promotes a rich environment for them. Staff act as very good role models, using clear and concise questioning, positively contributing to children's communication, language, and literacy skills. Children have many opportunities to practise their writing skills, and freely access a good range of books for enjoyment. They are very well behaved, polite, take turns and show concern for others. Children's cooperation and participation is very much encouraged by staff through good use of group games and resources. Children develop a good awareness of technology and the very good interaction with the school successfully extends children's learning; for example, number lines, and board games are helping younger children enjoy problem solving, counting and recognising numerals. Children enjoy good opportunities to express themselves through painting, drawing, sand, water, music making, and role-play.

The outdoor area provides great opportunities for physical development, and indoors children develop their fine motor skills well, through puzzles, construction, and sewing, for instance. Breakfasts and snacks are healthy and nutritious, and children develop a great awareness of the importance of healthy eating through discussion and enjoyable activities. For example, children talk about the healthy foods they enjoy. High standards of hygiene and robust checks vigorously followed by staff positively contribute to children's well-being. Children develop a great awareness of danger and how to keep themselves safe, through discussions about safety.

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?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the Early Years Foundation Stage.

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.