

Mr C's

Inspection report for early years provision

Unique reference number	EY320325
Inspection date	10/12/2008
Inspector	Anthony Anderson

Setting address	Harewood C of E Primary School, Harewood, Leeds, West Yorkshire, LS17 9LH
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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

Mr C's Out of School Club opened in 2005. It operates from the main school hall within Harewood Church of England Primary School. The club serves children from the school. It is situated in the village of Harewood on the outskirts of Leeds. Children have access to the enclosed playing field.

The club is open Monday to Friday from 15.15 to 18.00. It is registered for a total of 24 children aged four to 11 years. There are currently 41 children on roll, most of whom attend on a part time basis. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

There are four members of staff, three of whom hold a relevant childcare qualification. The other member of staff has experience of working with this early years age group.

Overall effectiveness of the early years provision

The club provides satisfactorily for all children in the Early Years Foundation Stage (EYFS), regardless of their individual needs as staff create a welcoming atmosphere and parents are strongly supportive of the setting. Children enjoy a wide range of interesting learning activities, although limited daily planning does not link to the new EYFS framework and there is no key worker system in place. There are no records to demonstrate the effectiveness of the provision or the progress children make and renewal dates for staff vetting checks are undefined. The main recommendation from the last inspection has been addressed and the setting demonstrates sound capacity for continuous improvement even though systems to evaluate the club's strengths and areas for development are embryonic.

What steps need to be taken to improve provision further?

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

- improve the level of planning, monitoring and assessment of the progress made by all EYFS children and implement a key worker system
- establish a safeguarding policy which includes a definitive renewal date and ensure that all staff apply for an updated vetting check by the designated date
- create and implement a self-evaluation system to monitor the effectiveness of the provision and ensure that it leads towards continuous improvement.

The leadership and management of the early years provision

Staff are suitably trained and qualified for their respective roles and the ratio between adults and children meets statutory requirements. However, there is currently no set renewal date for staff vetting checks and, although risk

assessments are defined, the daily checking systems are too informal and are not recorded. There are regular practices and records to cover fire evacuation routines, medical and first aid procedures and staff receive the appropriate training. Staff undergo informal appraisals and identify areas pertinent to their own professional development. The setting's joint managers share a commitment to provide a warm and friendly environment for children in their care. However, they do not yet have a full understanding of the requirements of the new EYFS framework. For example, there is no key worker system to support young children's development and progress.

Practitioners create a positive learning environment for children and observations of young children in the setting confirm their happiness and enjoyment as they engage, for example, in a wide range of games and activities in the school playground. A number of written policies and procedures are in place and leaders review and develop these regularly.

The setting's procedures for regular self-evaluation of its effectiveness and how this ensures continuous improvement are at a very early stage of development. The monitoring and assessment systems linked to the progress children make are informal and there are no records kept to share with parents or the main school. Practitioners encourage children to suggest what activities they would like to see included in the setting. Children confirm that they enjoy their time here and that staff are friendly and helpful.

Links with parents are strong and the setting regularly consults them through daily dialogue in and around the setting. A notice board provides information for parents and updates them about special events. The setting's links with the main school are strong and have a clear and positive impact on children's enjoyment.

The quality and standards of the early years provision

Daily planning of activities for young children does not yet take account of the six areas of early years learning and development nor of the new EYFS framework. There are no written records of children's efforts or progress and any assessments of their learning and development are informal. Practitioners pay close attention to health and safety as they ensure that children wash their hands before eating and when visiting the toilet. Day to day organisation of the setting is satisfactory. Young children are aware of systems and procedures linked to their own safety, such as their knowledge and understanding of fire drills.

Children engage in a wide range of games and activities in the adjacent school playground prior to enjoying a healthy snack of freshly prepared sandwiches and fruit in the warmth of their setting. They also enjoy cutting and pasting seasonal pictures. Staff offered good support to young children as they created a glittery angel. Children also enjoyed a short talk on the Jewish faith and culture by one of the staff. This added to their knowledge of the wider world.

Older boys and girls provide effective support to younger children and this helps to build their confidence and adds to their enjoyment. Staff use satisfactory

questioning opportunities to engage and encourage children to develop their speaking and listening skills. Children demonstrate positive attitudes to staff and respond well to a variety of initiatives, activities and games, all of which enhance their personal development and enjoyment.

Children enjoy their time here. They demonstrate positive attitudes and behaviour and staff are effective role models. The indoor and outdoor facilities are utilised well to support the setting's provision and there is a key focus on fun and enjoyment. Children make positive contribution to the setting's community and smooth running and there are sound links to their future development, well-being and learning.

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?	2
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?	2
How well are children safeguarded?	3

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?	3
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?	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?	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

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.