

Allstars at Mablings Lane

Inspection report for early years provision

Unique reference number	EY280267
Inspection date	08/12/2008
Inspector	Philip Martin
Setting address	Mablings Lane Community Primary School, Crewe, Cheshire, CW1 3YR
Telephone number	07795498787
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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

Allstars Out of School Club opened in April 2004. It operates from a mobile classroom at Mabllins Lane Community Primary School in Crewe. There is a short flight of stairs to this classroom. A maximum of 32 children may attend the club at any one time. It is open each weekday during term time from 07.30 until 09.00 and from 15.00 until 18.00. During holidays, the club is open from 07.30 until 18.00. All children share access to a secure, enclosed outdoor play area. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are currently 61 children aged from four to 11 years on roll. Of these, 24 were present on the evening of the inspection. Children come mostly from the local catchment area as this is their school. The club is not currently supporting any children with learning difficulties or disabilities or any children who speak English as an additional language.

The club employs four members of staff. Of these, three hold appropriate early years qualifications

Overall effectiveness of the early years provision

Maplin Allstars provides children with a warm and welcoming place to start and finish their day at school. Staff are committed to inclusive practice and so promote effectively children's welfare and enjoyment and children say they enjoy the club. This is evident from their relationships and positive responses to members of staff and is backed up by parents' views. The club is in the early stages of formally evaluating how well it is doing and what improvements are needed but demonstrates sound capacity for continuous improvement. Whilst children are usually purposefully engaged and always have something to do, not all activities are planned to help those children in the Early Years Foundation Stage (EYFS) to learn and develop as well as they might.

What steps need to be taken to improve provision further?

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

- ensure that staff are fully aware of the implications of how children's learning and development can be supported
- use a suitable process of self-evaluation as a springboard for further improvement.

The leadership and management of the early years provision

Good leadership and management help the club to run smoothly and to fulfil its aims of providing a calm start to the day as well as an active end. Whilst there are

no formal self-evaluation procedures in place, staff have a good idea of how well they are doing through informal discussions with each other and with parents. The manager is working towards the reinstatement of an accredited quality assessment scheme and is building up a useful collection of evidence outlining all that goes on.

A good range of policies and procedures help the staff to ensure that children are kept safe and are helped to develop personally and socially. These are readily available. All staff have undergone checks to confirm their suitability to work with children in this setting. Improvements made since the club was last inspected mean that the required contact details are kept.

Relationships with parents are good. Parents typically comment that they are pleased with the club's approach and that their children benefit from being able to socialise with children of different ages. The setting offers a satisfactory range of activities linked to the EYFS. It is beginning to put together samples of children's work, but it has not yet fully got to grips with the learning and development requirements for children this age.

The quality and standards of the early years provision

At the start of the day the emphasis is on calmness and ensuring that children are in a suitable frame of mind for the school day. There is water available throughout the session and hot toast for those who want it. A range of activities help children to play and socialise. This means that all children benefit from contact with a wider range of ages than they might at school. This aspect of social development prepares them well for the future and helps them to understand their place in the community. Staff join in with activities and encourage children to speak and to listen, so developing their language skills. At the time of the inspection, young children were working on Christmas decorations, encouraging their creative skills and their ability to hold and use pencils and crayons. All clearly enjoy themselves. The after school session is more physically active and children have access to the outdoor area and the school hall where they consolidate their understanding of how important exercise is in keeping them fit and healthy.

Although there is a satisfactory range of activities, staff are not yet fully familiar with the learning and development needs and opportunities outlined in the EYFS framework, with the result that some children are occupied rather than moving forward in their learning. Linked to this are some shortcomings in the assessment of what children do. The club is beginning to collect examples of what they do, but there has been little analysis of what this shows.

Practitioners look after children well. There are clear procedures in place, well understood by staff and children. These help to ensure that children stay safe and identify potential hazards. All adults encourage good behaviour. The setting informs parents about how they deal with any incidents or accidents involving their 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?	2
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?	2
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?	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?	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.