

P.O.P.P.S. Out of School Club

Inspection report for early years provision

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Inspector Judith, Mary Horsfall

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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

P.O.P.P.S. Out of School Club is one of two facilities owned by an individual and has been registered since 2008. It operates from Peel Park School, close to the centre of Accrington, Lancashire. Children are accommodated in the main school dining hall with access to an enclosed outdoor area. The children who attend are pupils of Peel Park School except during school holiday times when children from other schools attend. The building has access for disabled people.

The setting is registered to care for 20 children in the early years age group. The setting offers care for children in the later years age group providing out of school care. The provision is registered on the compulsory and voluntary parts of the Childcare Register. There are currently 60 children on roll, of these 12 are in the early years age group and they all attend for a variety of sessions. The setting is open 07.30 to 08.50 and 15.20 to 17.45 Monday to Friday, during term time. School holiday opening hours are 07.45 to 17.15 subject to demand.

There are five members of staff who work with the children. The manager holds a level 4 qualification, two other members of staff hold a level 3 qualification and two other members of staff are working towards a childcare qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Well developed knowledge of each child's individual needs ensures that staff promote all aspects of children's welfare and learning with success. Children are safe and secure at all times and enjoy learning about the world around them and interacting with their peers. The strong partnership with parents contributes significantly to ensuring that the needs of all children are met well and they get any additional support they need. This means that children make good progress, given their age, ability and starting points. Suitable self-evaluation by the manager and staff team ensures that the strengths and weaknesses of the provision are highlighted and effective steps are taken to assist future development.

What steps need to be taken to improve provision further?

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

- continue to develop observation and assessment requirements, sharing findings with parents and other relevant practitioners

To fully meet the specific requirements of the EYFS, the registered person must:

- make available to parents a written statement that provides details of the safeguarding children policy (Safeguarding and welfare) (also applies to the both parts of the Childcare Register)

16/02/2009

- ensure all documentation is fully compliant with the requirements of EYFS (Documentation)

16/02/2009

The leadership and management of the early years provision

Strong leadership and management creates a purposeful focus on helping all children to make good progress in their development. Children's welfare is promoted because there is a common sense of purpose between adults who work effectively together. Self-evaluation takes into account strengths and weaknesses and is used to identify areas for development. The setting runs very smoothly on a day-to-day basis and resources are well used. Children benefit from the support of a keyworker who liaises with parents to exchange information about the children's progress and welfare. Robust vetting, recruitment and induction procedures for all adults who work with children assist in increasing security at the setting. Ongoing suitability of staff is monitored and staff are encouraged to attend relevant training and to contribute to staff meetings. Strong links exist with parents and they are encouraged to complete records, such as the 'All About Me' booklet which enhances the staff's knowledge and understanding of each child. There are clear strengths in aspects of current leadership and management, including plans for further improvement and clear communication between all relevant parties.

Staff have a good knowledge of each child's background and needs. They consider their own attitudes to people who are different to themselves, and ensure that their own knowledge about different cultures is up-to-date. They make the most of diversity to help children understand the society they live in. For example, posters, books and displays show a wide range of people in the wider world and the equal opportunities policy includes strategies to deal with racist behaviour. Children's progress relative to their starting points and capabilities is beginning to be monitored to ensure that there is no underachievement among particular individuals or groups who could be doing better. Staff note issues, such as children who struggle to use scissors, and ensure activities are incorporated to help children make progress.

Confidentiality is maintained as records are securely stored and staff do not share information except on a 'need to know' basis. Policies and procedures are generally shared with parents and are mostly of good quality. However, some documents do not fully comply with the EYFS and others refer to the former National Standards. For example, records are not kept of the name of the parents or carer with whom the child normally resides. Resources and staff are effectively deployed to ensure the children remain comfortable, safe and interested in the day-to-day activities at the setting. Areas of improvement are highlighted in various documents and processes, with active steps being taken to increase the standards of the care and learning on offer. Parents are very satisfied with the service at the setting, saying the staff are friendly and reliable and noting that the children enjoy themselves at P.O.P.P.S. Parents are also conscious of improvements that have been made by the current registration holder.

The quality and standards of the early years provision

Children are making good progress in the Early Years Foundation Stage because members of staff place a high priority on children's learning and welfare. Children spend short periods of time in the club and the majority of their time during the early years age range is spent in school where the EYFS is also delivered. Children enjoy their time at the setting and benefit from a large range of developmentally appropriate resources and activities which enhance their learning and recreation. These include a broad range of pursuits which help children learn about people in the wider world. For example, children have carried out a project looking at different children around the world, acknowledging that we are all different and celebrating events, such as Chinese New Year and Eid. Observation and assessment systems are in their infancy but the staff are well informed of the value of such records and are beginning to implement methods to record children's progress. Activities provided broadly complement the work children carry out in the school and ensure some continuity of children's welfare. Although some links are made between the school and the setting, these tend to be of a practical nature, such as passing on information about school uniform, and there is scope for working more to communicate children's educational progress and development.

Children are very happy and settled at P.O.P.P.S. because their views are respected and they are valued as individuals. Staff have a clear understanding of children's interests and preferences and offer an imaginative programme to maintain motivation and challenge. For example, children are offered a comprehensive selection of activities including construction toys, good quality books, sand and water play, arts, craft work and outdoor play. The environment is child-friendly and a comfortable seating area has been created to allow the children space to relax and rest should they wish to do so. Children and their parents are warmly welcomed into the setting by staff who take time to learn about each child's individual needs. On admission, children complete an 'All About Me' booklet and their comments are recorded to ensure staff have a clear understanding of their dispositions, views and requirements. Staff are aware that some children have specific needs and systems are in place to ensure all children are equally welcome. Positive images of disabled sports people and displays of Braille language encourage an atmosphere of inclusion. Positive interactions are observed throughout the setting between children and adults alike. Children share, co-operate and take turns in a supportive environment where they receive appropriate praise for their efforts and achievements.

Children benefit from daily outdoor play and there is a variety of equipment available to offer suitable challenges and maintain children's interest in the playground or on the field. Indoors, children freely indulge in imaginative play as they use one item to represent another; for example, play dough as cake. Staff work effectively to ensure activities are well planned and evaluated, whilst maintaining a flexible approach and allowing children to relax or persist at a favoured pastime. Children are encouraged to select their own resources and this boosts their confidence and self-motivation.

Children's welfare is well cultivated because the staff have a clear understanding of

their roles and responsibilities within the EYFS. A strong emphasis is put on safeguarding as staff complete rigorous risk assessments and carry out good quality safety procedures. Staff are well aware of their roles and responsibilities in child protection procedures. Although good safeguarding children policies and procedures are in place, these are not shared with parents which is a breach of legal requirements. Effective systems are in place to minimise risks of infection. The environment is clean and well maintained. Staff have undergone relevant food hygiene training and prepare an interesting range of breakfasts and healthy snacks for the children, including foods, such as noodles, mini dim sum and sweet & sour sauce to celebrate Chinese New Year. Children are learning about healthy lifestyles because the staff talk to them about the importance of exercise and eating nutritious foods. Children are well behaved and polite. They have devised a list of commitments to make the club 'a good place to be' and staff deal with any inappropriate behaviour in a suitable manner.

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?	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?	2
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:

Not Met (with actions)

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 compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report CR9.1 16/02/2009

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:

- take action as specified in the early years section of the report CR9.1 16/02/2009

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 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.