

Halewood Youth Centre, Junior Club & Playscheme

Inspection report for early years provision

Unique reference number	313110
Inspection date	29/01/2009
Inspector	Chris Scully
Setting address	Halewood Youth In Community Centre, Lichfield Road, Halewood, Knowsley, Merseyside, L26 1TT
Telephone number	0151 486 2865
Email	
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

Halewood Youth in the Community Play Scheme registered in 1996. The setting operates from a purpose built youth club where many activities take place for local people. The out of school provision has sole use of the centre during their hours of opening. Four large areas make up the club and include a gym, pool and table tennis room and soft play. The setting provides care for children on the Early Years Register and compulsory and voluntary parts of the Childcare Register.

There are currently 20 children in the early years age group and 100 children in the later years on roll. Children attend from the local community. The setting supports a number of children with learning difficulties or disabilities. The club is open from 15.30 till 17.45, Monday to Thursday during term time. In the holiday period the play scheme operates Monday to Friday, from 11.00 until 15.00.

The setting employs seven staff. Of these six staff, including the manager, hold appropriate early years and play work qualifications. The setting receives support from Early Years and the Play Service.

Overall effectiveness of the early years provision

Children are cared for in a warm, welcoming environment as a result children are happy and secure. The setting demonstrates a strong commitment to inclusion and working in partnership with parents. A wealth of stimulating, interesting activities are provided, which effectively support children's individual needs. Systems for self-evaluation demonstrate the setting's commitment to ongoing improvement and clearly identify areas for improvement, such as the creation of an outdoor play area. Required records, policies and procedures are mostly in place. The setting promotes most aspects of children's welfare with success ensuring they are safe.

What steps need to be taken to improve provision further?

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

- ensure risk assessments cover anything a child may come into contact with
- revise the policy around the action to take should an allegation be made against a member of staff to ensure it is consistent with guidance from the Local Safeguarding Children Board
- revise the children's registration forms to ensure they contain all required information with regards to ethnicity and their general practitioner's details.

The leadership and management of the early years provision

Managers provide positive direction to staff. The staff work well together as a team and are clear about their individual roles and responsibilities in order to promote children's welfare and learning. Staff recruitment systems are thorough. This

ensures staff are suitable, qualified and the necessary checks are carried out. This is supported by the induction and training opportunities provided to all staff. Systems for self-evaluation are effective and result in the ongoing development of the provision for the benefit of the children, for example, plans are underway to create an outdoor play and relaxation area. Action taken to address issues around children's access to healthy food options have had a very positive impact upon children's health and well-being. Staff are generally vigilant about children's safety both in the setting and when on trips, this is supported by the use of risk assessments. However, some risks, such as trailing wires, damaged heater covers and the kitchen door being left open, have not been identified and impact upon children's safety.

Staff have a secure understanding about safeguarding and the systems for reporting concerns, however, there are inconsistencies in the safeguarding policy which do not accurately reflect the action the setting would take if an allegation was made against staff. A strength of the setting is their commitment to working in partnership with parents. Parents are actively involved in the setting and regularly take part in activities with their children, such as fashion shows and carnivals. Regular discussions with parents mean they are fully informed about their child's time at the setting and are consulted on all aspects of the setting including the creation of the parents group. Children's records are generally well maintained, although there are some omissions on the registration forms with regards to children's ethnicity and their general practitioner's details. Children have very good opportunities to learn about their wider world and inclusion. Staff use innovative ideas to relay these ideas to the children, such as the activities around Chinese New Year when children learnt about respecting others as they explored Chinese traditions and explored new tastes as they democratically agreed on the food for their banquet.

The quality and standards of the early years provision

Staff build very positive relationships with the children, which enables them to effectively plan for their individual needs and interests. This is reflected in the children's eagerness to enter the setting and the speed at which they become absorbed in self chosen play opportunities. This is effectively supported by the creation of an inviting, freely accessible and stimulating environment, where children's work is displayed with pride both by staff and children. Plans are adapted to meet children's individual needs and demonstrate a wide range of activities that encompass the areas of learning, although this is not identified within the planning. Observations of children and evaluations of activities are used appropriately to plan future events. As a result, children receive an extensive programme of activities that supports their learning in the Early Years Foundation Stage. Children are extremely complimentary about the setting and have a strong sense of community and belonging. They are keen to relay this to visitors and comment upon it being 'their' club and that they have 'lots and lots and lots of fun'.

Children's creativity and imagination are fostered extremely well due to the wealth of opportunities provided to them, for example, designing and making costumes

for the festival of community spirit or their fruit inspired fashion show. These exciting and interesting activities successfully enable children to explore the creation of the costumes whilst supporting their understanding of historical events and healthy eating. Children are immensely proud of their creations and are keen to explain that they are 'artistic' as they describe how they have made their book bag out of card. Positive interactions with staff have a big impact on children's learning, children are keen to discuss ideas with staff and to use these to modify their designs. This is further supported by the use of open-ended questions, which enable children to resolve problems, such as how to secure the handle on their book bag. Use of topic work effectively supports children's learning in a fun, play based environment. For example, when creating the collage of their homes children identified the characteristics of their homes and where they live, thus stimulating their learning about their local area and mapping. Children have an awareness of keeping themselves safe both in the setting and when away from it; this is supported by the use of the road safety alphabet, high visibility jackets and discussions to raise children's awareness of road signs.

An extensive range of outings during the holidays effectively supports children's learning across all areas, for example, testing their physical skills when ice skating or when taking part in very muddy adventure trails, much to their delight. Staff make effective use of outside agencies to support children's play and learning opportunities, for example, disability support groups. This enables children to take part in sports activities with others and provides opportunities for them to explore some of their feelings around disability. This combined with the wealth of activities which enhance children's learning about the wider world and their cultural heritage means children develop positive attitudes to others and are responsive to their needs. Children's awareness of being healthy is promoted by the changes to their snack options and the opportunities to prepare a range of healthy foods, such as smoothies, fruit kebabs and pizzas.

Children have positive relationships with their peers and are happy to offer advice or support to others, for example, how to complete a level on games on the computer. Children feel valued and respected as staff spend considerable amounts of time interacting with them and take on board their suggestions and ideas. Staff are consistent in their approach to managing children's behaviour, which means they are respected by the children as they understand the need for safe rules and boundaries.

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?	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: 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.