

LEES OUT OF SCHOOL CARE

Inspection report for early years provision

Unique reference number	EY380363
Inspection date	01/04/2009
Inspector	Kathryn Gethin

Setting address	St. Edwards RC Primary School, Rowland Way, Lees, OLDHAM, OL4 3LQ
Telephone number	01616241377
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

Lees Out of School care was registered in 2008 to operate from its current premises within St Edward's Primary School in the Lees area of Oldham. The setting is privately owned and provides out of school care for children aged from three years. Operational links are established with the school. The setting is situated in an annexe building on the school playground and has use of two playrooms, the school hall and associated facilities. There is a fully enclosed outdoor play area. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 48 children may attend at any one time and there are currently 110 on roll, of these 12 children are in the Early Years Foundation Stage (EYFS).

The setting is open each weekday from 07.30 until 09.00 and 15.15 until 17.30, term time only. Children attend from two local schools. The setting supports children with learning difficulties and disabilities and also supports children who speak English as an additional language. The setting employs seven staff and three of the staff including the manager, hold appropriate Early Years qualifications at Level 3.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff have a good knowledge of children's individual needs and promote most aspects of children's welfare and learning with success. Children are cared for in a safe environment and there are good partnerships with both parents and the school. A comprehensive evaluation of the provision is in place with targets for improvement identified.

What steps need to be taken to improve provision further?

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

- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child matched to the expectations of the early learning goals
- carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved.

The leadership and management of the early years provision

Effective policies and procedures help children to be cared for in a safe environment where staff are suitably qualified and have a clear understanding of their roles and responsibilities. There is a robust system for checking staff are suitable to work with children in regard to references. Daily risk assessments confirm the safety and security of the premises. Toys and equipment are clean and in good condition. Children learn to keep themselves safe through activities and

being involved in devising ground rules. A ramp for access to the building and a toilet for the disabled help to ensure all children can be included. The local procedure for child protection referrals is prominently displayed along with the registration certificate and public liability document.

Partnerships are extremely effective. Parents are provided with good quality information and complete a registration form for each child detailing any individual needs. At present the form focuses on the welfare needs of the child and does not identify the child's starting points in regard to learning. Parental questionnaires, newsletters, regular staff meetings, a 'buddy system' and the involvement of children in the 'out of school council' to express their views all complement the provision to improve outcomes for children. There are good links with both schools, this has further improved since moving 'on-site' to St Edwards where activities in school are complemented at the club. Parents spoke highly of the club and stated that the staff were 'friendly and approachable'. The children also said how much they enjoyed attending and one parent had kept her child at the club for continuity even though her personal circumstances had changed and she did not actually need the service at present.

A thorough self-evaluation has been undertaken across all areas and the settings strengths and weaknesses identified. The importance of reflecting on the service offered, including further training, reviewing policies and ensuring staff are fully involved in promoting excellence are areas identified to ensure continuous improvement. A combined 'suggestion' and 'worry box' help children identify changes they would like. This has included a dance club and a 'crazy creatures' competition. Improvements have included ensuring there is a wide representation on the Out of School Council of children across the age ranges as previously this had been predominantly the older children.

The quality and standards of the early years provision

Due to the good weather the children were able to take advantage of the opportunity to engage in outdoor play and enthusiastically engaged in cricket, football and general play with skipping ropes and balls. Adults support children well in their learning as they allow children to lead the activities and become involved as required. Children show great enthusiasm as staff bowl at them in the cricket game and children confidently swing the bat and run. Children are satisfied with their roles as one child who appeared to be standing alone explained that he was there 'to stop the ball' and was clearly happy with the importance of this role. Children negotiated space well as they ran around the playground and several activities were taking place at once. The actual layout of the playground allows children to experience both flat and raised surfaces and steps. A small group of girls and one boy sat and giggled as they explained they were 'finding a prince or princess to marry'. Children understand basic rules and allow each other time to talk with one child recognising when someone hadn't had a turn. The indoor environment is well resourced with children able to easily access equipment. Displays and photographs show evidence of themes being currently followed and children's work is prominently displayed. There are two main play areas for children's use which are divided into areas. A home corner, books, construction

and programmable equipment are all freely available. All areas of learning are included in the weekly planning and a key worker system helps to identify individual children's needs through a checklist linked to the early learning goals. This is still in its early stages and the observations have not yet been used alongside assessment to ensure activities are sufficiently challenging for all children to ensure they are making progress towards the early learning goals. Parents views are sought and there are established links with the school but at present this is more reflective of welfare needs.

Children understand basic rules as they are involved in games and understand about 'stranger danger'. They are involved in creating rules for the club and the local community have been involved in promoting safety through visits from the police and the lollipop lady. Children tidy up equipment and their behaviour is generally exemplary. A minor conflict was easily dealt with once brought to the attention of the manager and the two children listened as the consequences of their actions were explained. Children concentrate well as they sit for registration although this was an area identified as 'boring' by one child as they sit for a lengthy period and this is a comment to be included in the suggestion box. Children enjoy healthy food in the form of carrots, breadsticks and fruit with water freely available from the water fountain. The children selected food then took it outside in their hands and ate whilst playing. This raises a safety issue and detracts from the importance of sitting together and socialising whilst eating, as an important part of learning and development. The premises are safe and secure but fire drills have yet to be practised to ensure children's safety. A 'buddy' system helps give young children confidence until settled.

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?	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?	3
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?	3

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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.