

Best Family Childcare @ Adel Primary School

Inspection report for early years provision

Unique reference number	EY380931
Inspection date	08/01/2009
Inspector	Shazaad Arshad

Setting address	Adel Primary School, Tile Lane, LEEDS, LS16 8DY
------------------------	---

Telephone number	07782476533
Email	peter@thebest.co.uk
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

Best Family Childcare @ Adel Primary School was registered in 2008 and operates from two rooms within Adel Primary school in the Adel area of Leeds. The setting offers after school care for children from Adel Primary school. The registration is for a maximum of 32 children aged three to five years at any one time. The service is open Monday to Friday from 15.00 to 18.00 in term time. There are currently 37 children on roll and of these four are within the early years age range. The provision is also registered on the compulsory and voluntary parts of the Childcare Register.

There are three members of staff who work directly with the children. All three of the staff hold appropriate qualifications.

Overall effectiveness of the early years provision

The setting successfully and consistently promotes children's welfare, learning and development. The owners are well organised and are actively involved in supporting and developing the staff. The younger children are central to how the setting operates; practitioners carefully listen to all children, they fully respect their views, ideas and interests and incorporate these into all aspects of the service. High regard is given to keeping children safe and to providing a relaxed environment after school that positively reflects children's choices and diversity. The children are enthusiastic, eager, and motivated. Adequate self-evaluation and monitoring systems are in place. There are good partnerships with schools and others involved in the children's care.

What steps need to be taken to improve provision further?

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

- continue to develop planning and assessment arrangements to identify learning priorities for each child
- continue to develop self-evaluation.

The leadership and management of the early years provision

The process of self-evaluation is being developed. The manager has taken steps in identifying the setting's strengths and has taken positive steps to bring about continual improvement. These processes are inclusive to all and build on views from staff, parents, children and external agencies. Staff show good commitment to their own professional development, as most are qualified and they access a wide variety of training courses to extend their skills and knowledge. They effectively use training to influence the experiences they offer children. Staff meet regularly to discuss, for example, how the activities are organised and how well children are doing. The management team and staff are enthusiastic and

committed to providing a stimulating and interesting range of play opportunities for all the children attending after school.

Partnerships with parents and the school are strong. Parents access a wide range of information regarding their child's welfare, learning and development, for example, through parent questionnaires, notice-boards, daily discussions and planning. Through working purposefully together and by sharing and exchanging information from the beginning, consistency and continuity are promoted for children. Staff have started to liaise with the local school and have started individual profiles for all the children in the early years age range. However, as the profiles are in their infancy, personalised planning and assessment has not yet been fully established.

The setting places strong emphasis on safeguarding and keeping children safe. Clear guidance policies and detailed risk assessments, including daily safety and cleanliness check lists support the working practice. Written risk assessments are in place and cover the equipment, activities and the environment. Most of the staff have first aid certificates and regular appraisals identify further training needs. Documents and records are well maintained. The provision's policies and procedures are detailed, regularly reviewed by the owner alongside the staff, in line with legislation and fully support the safety, welfare and care of the children.

The quality and standards of the early years provision

The staff team know the children well. They effectively enhance the children's learning from school through asking them a wide range of challenging questions and involving them in the decision making of the after school club. Their views and ideas are welcomed. For example, children have devised the rules and help plan the activities. Staff understand how children learn and develop and they use their skills to ensure children make further progress towards the early learning goals. All activities, planning records and children's progress are currently being evaluated and monitored.

The staff work well together, which means they deploy themselves effectively to successfully meet children's individual needs. Their relationships with the children are warm and they have positive and meaningful interactions. The children are respectful of others. The staff act as positive role models and effective behaviour management strategies are followed by all. The children cooperate with their peers, share and take turns and understand about right and wrong. The children learn about the world and community they live in through celebration of festivals, including Chinese new year, Eid and Diwali. The setting also has an adequate supply of resources that promotes positive images of all people in society.

The children thoroughly enjoy their time at the club. They eagerly play with the wide range of interesting activities that covers all aspects of their learning, for example, problem solving, language, literacy, and information and communication technology. The effective organisation of the resources enables children to make independent choices and decisions. They do this with enthusiasm and this contributes to them having a positive attitude towards their learning, promoting

their confidence, self-esteem and progress.

Hygiene is well managed within the setting, which contributes to successfully promoting children's health and well-being. Children independently wash their hands throughout the session and make healthy choices for their snacks as the menu is vegetarian. Children's physical development is successfully supported. They are active throughout the session moving confidently from area to area in the spacious setting, easily accessing well placed resources. The large hall provides plenty of space for indoor physical games. Young children continue to develop their fine motor skills as they cut, glue and colour a joint collage to display on the walls.

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 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.