

# Regent Park Studios

Inspection report for early years provision

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**Unique reference number** EY381023  
**Inspection date** 18/02/2009  
**Inspector** Joan, Patricia Flowers

**Setting address** 93 Regent Road, MORECAMBE, Lancashire, LA3 1AF

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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).

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**

Regent Park Studio Out of School Club is a private facility which operates from a detached community based centre in the heart of Morecambe. The club has the sole use of the first floor, the balcony and separate toilet facilities. There is a dedicated, one step access entrance for children and parents. No lift is available to the first floor. The facility is registered on the Early Years register and both parts of the Childcare register for a maximum of 40 children in the early years age group. Older children also attend this setting. Children attend for a variety of sessions throughout the week, during both term-time and school holidays. Times of operation are Monday to Friday between 08.00 and 18.00.

A school pick up service is provided from 10 local primary schools using a fleet of three mini-buses. There are six members of staff, including the manager, who work with the children each session. The manager and two others staff members hold early years qualifications or training. All un-qualified staff are progressing towards achieving a National Vocational Level 2 award in a relevant child care subject. The setting receives support, advice and additional training from the local authority. Membership of the 4Kids Network organisation is held.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The setting is well led and managed and good links have been established with parents and some other settings. As a result, all children are fully included in all activities and make good progress in their development. Their welfare and care needs are promoted well. The providers and staff have made a good start since the club opened in September 2008 and demonstrate a good capacity to sustain continuous improvements. Inclusion does feature within the ethos of the setting but access to the first is only available to able bodied users at the present time.

## **What steps need to be taken to improve provision further?**

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

- widen the range of images that depict difference within the environment and resources.

## **The leadership and management of the early years provision**

Good leadership and management from the joint registered providers and manager ensure that children learn and play in a supportive, safe and friendly environment. Good partnership links with parents and the school that children attend enhances the staff's knowledge of the children in their care. Those parents spoken to are very pleased with the club, particularly their children's enjoyment and the wide

range of activities offered. The providers have sought parents' views and have responded to local needs by extending the age range of their service in the early years age group. The manager has begun to gather evidence to help them to check on the effectiveness of the setting through self-evaluation so that improvements can be identified and targeted to where they will have the most impact for children.

A strong feature is the good quality written guidance provided for staff and parents. This sets out precisely the range of policies and procedures that secure children's health, safety and enjoyment. Robust steps are taken to check on the suitability of adults who work with the children. Extremely good attention is paid to risk assessment of the environment and of the activities that children partake. Staff work well together and are responsive to children's differing needs. Relationships between children and with the adults who care for them are very positive. Staff promote children's learning and enjoyment well and ensure that the sessions are well organised and resourced.

## **The quality and standards of the early years provision**

The Early Years Foundation Stage (EYFS) children enjoy their time at the club and make good progress in conjunction with the school settings they attend. Staff provide a wide range of activities that are carefully planned and prepared and give regular access to all of the areas of learning set out permanently in the upstairs activity hall. Activities are planned for, however, these are often changed to take account of children's changing interests. The plans are shared with parents and help staff to provide a good mix of experiences. The upstairs hall is well laid out to promote children's independence in choosing and using different equipment. Good use is made of the building's downstairs activity based provision, run as a separate concern by the provider, for indoor physical activity.

Resources are of good quality and plentiful so children are not limited. For example, there are several pairs of roller skates and lots of duplicated toys and games to ensure all children have choice. A good range of games, construction materials and toys are made easily accessible and staff ensure that workshop areas are kept supplied with things like, pens, glue, scissors and paper giving children good opportunities to develop their artistic skills alongside their friends. Children created a silhouette outline of one another, These are displayed on the walls around the room, allowing them to see how they are all both different and the same. The presence of other positive images of difference is limited. A plentiful and interesting range of books are made available in the comfortable reading area. Children can relax here and share stories together or look up something of interest. They laugh and giggle when dressing up in costumes and enjoy making and decorating clay models. Children are presented with opportunities to consider issues like re-cycling, as they learn to separate paper from plastic and cardboard. Children are thus learning life skills for the future and contributing to helping the environment.

A measure of children's enjoyment is the way they confidently select activities, make sensible choices and concentrate on some tasks without losing interest.

Children behave very well and eagerly cooperate in group games and activities. Older children are kind and helpful to the younger ones, adding to their sense of security and ease. During the inspection, children experienced lessons in Fencing, first learning about the safety rules, the special suits and the required safety headgear, before practicing some simple moves. Staff modified this activity well to meet children's needs so they could all join in safely. The two available fixed trampolines downstairs provide children with opportunities to extend their physical skills indoors and engage in vigorous physical exercise. Children's confidence was evident as they jumped on the trampolines during planned activity sessions modified well to meet their needs and ensure they could join in safely. Activities such as this, and regular access to the outdoor area, promote children's physical development and their awareness of the importance of exercise in maintaining good health. Staff provide and keep a close check on the children's welfare and the levels of adult supervision are good. Staff are beginning to build up helpful portfolios of their observations of children, alongside information gained from parents and other providers. Consequently, children receive a balanced experience that helps them to make good developmental progress adding to their future economic well-being.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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.