

Stay and Play Norbury

Inspection report for early years provision

Unique reference number

EY380919

Inspection date

27/01/2009

Inspector

Zoe Smith

Setting address

Norbury Hall Primary School, Shepley Drive, Hazel Grove,
Stockport, Cheshire, SK7 6LE

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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

Stay and Play Norbury has been open since 2008. It is based at Norbury Primary School in the Hazel Grove district of Stockport. The setting is open from 07.45 to 09.00 and 15.00 to 18.00 during school term times and from 08.00 to 18.00 during school holidays. The premises are single storey. The setting is on the Early Years Register and both parts of the Childcare Register, it is registered for a maximum of 60 children. Currently there are 60 children on roll aged between four and 11 years. The registered person is also the manager of the setting and holds a recognised childcare qualification. She is assisted by a team of six staff members of whom three hold level 3 qualifications and two are working towards achieving a qualification.

Overall effectiveness of the early years provision

Children are cared for in an environment that reflects it is their leisure time and complements the education and care they receive during the school day. Planning is mostly well balanced and promotes children's individual learning and development needs within the group situation. Good practice and the implementation of effective policies and procedures are ensuring the children's welfare is successfully promoted. Positive steps are taken to ensure all children are included and to help children learn to value aspects of their own and other people's lives. Ongoing self-evaluation is used to identify the focus of action plans to make sure the setting responds to the needs of children and their families.

What steps need to be taken to improve provision further?

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

- further develop the systems used to observe and assess each child's achievements and interests and use these to inform the planning of relevant and motivating learning experiences that meet each child's needs
- increase opportunities and further develop the range of resources that are available for children to use their imagination in role play and ensure that a suitable range of books are always readily available for children to look at and read.

The leadership and management of the early years provision

The setting has a good capacity to ensure it continuously improves and develops the service provided. The views of children and parents are actively sought through the use of questionnaires and wall displays. These are used to help to decide priorities for improvement and to ensure the service is responsive to the needs of current users. The strong commitment to staff training and development enables staff to develop the skills and knowledge they need to make improvements to the service provided. Most staff have a recognised childcare qualification or are

working towards attaining one. They regularly attend short training courses on specific subjects, such as Safeguarding and the common assessment framework and the Early Years Foundation Stage.

Children are safeguarded because effective policies are in place and staff are well trained in and have a good understanding of safeguarding issues and procedures. They benefit from the continuity of being cared for by a very stable staff team. Robust recruitment and selection procedures have been formalised to ensure staff are suitable to work with children. Thorough risk assessments and daily safety checks ensure that action is taken to minimise hazards and reduce the risk of accidents. Effective partnerships have been fostered with parents and the school children attend to ensure there is coherence in their learning and development. Parents receive regular verbal feedback about their child and are provided with information about the setting through newsletters, notices, displays and photographs.

The quality and standards of the early years provision

Staff plan a varied programme of fun and interesting activities that cover the six areas of learning. There is a strong focus on children's creativity and physical development to ensure activities reflect the children's interests and complement the education and care they receive at school. Children enjoy using a wide variety of resources to design, draw and make pictures and a variety of interesting objects. They use cardboard boxes, coloured paper, crayons, scissors and sticky tape to make theatres, baskets for toy dogs and houses for cats. They use their imaginations when they play with the small world play figures and toys. However, opportunities and resources for them to use their imagination in role play are more limited. Children have frequent opportunities to play outside where they energetically play football and other team sports, run round, climb and balance on the climbing frames.

The use of observations to assess children's progress and to plan for the next steps in their development is still at a formal stage. Therefore staff planning for individual children's interests and learning is predominately intuitive and spontaneous. For example, when staff realise it is too cold outside for children who want to read their own books they take immediate steps to make a suitable area for them to read their book indoors. Children are given lots of choice and confidently choose what they play with and how they spend their time at the setting. They know what toys and equipment the setting has and if what they want to play with is not out they ask staff if they can get it out of the store cupboard. Children know print has meaning and enjoy writing and making marks. They label their own pictures and write lists of children in attendance on a register pro-forma. However, books are not available at every session for children to sit down and read whilst they rest and relax.

Children are very well behaved and have positive relationships with each other and staff. They are learning how to play fairly, share and take turns by playing team sport activities, computer games and board games. Children enjoy designing and building intricate models using a variety of construction toys. They enjoy learning

about their own faith, beliefs and customs and those of others through creative activities, discussions, food tasting sessions and by making wall displays. They tasted Chinese food and made lanterns and dragons to celebrate Chinese New Year, and discussed the inauguration of the new American president at circle time. Children are learning how they can keep themselves healthy and safe. They eat a varied and nutritious diet and happily eat oranges, apples, celery and cucumbers at snack time. At circle time they regularly discuss healthy eating, road safety and stranger danger and they have made posters stating 'healthy food is good for your brain'.

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?	3
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.