

Gatley Childcare Ltd

Inspection report for early years provision

Unique reference number EY370610
Inspection date 18/02/2009
Inspector Anne Drinkwater

Setting address Gatley Primary School, Hawthorn Road, Gatley, Cheadle,
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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

Gatley Childcare Ltd has been registered since 2008. It operates from Gatley Primary School in the area of Stockport. The setting provides out of school care and holiday care. Out of school care operates each weekday from 08.00 until 09.00 and 15.30 until 17.45 and 08.30 until 17.30 during school holidays. The setting is on the Early Years Register and both parts of the Childcare Register, and is registered for 24 children under eight years. Currently there are 62 children on roll aged between three 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 a level three qualification and one is working towards a level two qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are cared for in an environment that complements the education and care they receive during the school day. Planning is well balanced and promotes most children's individual learning and development needs within the group situation. Good practice and the implementation of most 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 areas to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop partnerships with other providers delivering EYFS in order to complement the education and care received during the school day
- develop the use of observations and assessments to inform the planning to meet each child's individual needs

To fully meet the specific requirements of the EYFS, the registered person must:

- conduct a risk assessment for each type of outing and maintain a record of these clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. (Safeguarding and welfare)

03/03/2009

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. 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, the Early Years Foundation Stage and inclusion.

Children are in the main safeguarded because effective policies are in place and staff are well trained in and have a good understanding of safeguarding issues and procedures. The staff provide a warm and inclusive environment for the children and their families. They respect children's backgrounds and provide equal chances for all the children to develop. Children benefit from the continuity of being cared for by a 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 of the indoor environment ensure that action is taken to minimise hazards and reduce the risk of accidents. However, these do not include trips out into the community, which is a breach of regulation. Effective partnerships have been fostered with parents, staff are beginning to identify links with the school children attend, but realise these need to be developed further 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

The children are cared for in an environment which is well organised and conducive to their learning; this contributes strongly to them feeling at ease. They 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, this ensures that the children can influence their own play and initiate their own learning.

Children's artwork, photographs, posters and information for parents are on display and make the environment bright and stimulating and informative for the children and their parents. Children's developmental records include written observations, next steps in learning and photographs to illustrate the children's enjoyment and development. 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 knowledge and understanding of the world and 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, activities encourages

them to take an active part in everyday play and learning. They draw and make pictures and a variety of interesting objects. They use mod rock, wooden spoons, coloured paper, crayons, scissors and sticky tape to make models, portraits and spoon faces. They use their imaginations as they role play in the vets, café and florists. They build models using a range of construction kits and learn about shape and size. Children have frequent opportunities to play outside where they energetically play football and other team sports. Activities suggested by the children are enthusiastically planned for, for example, a makeover evening carried out by the children was a great success. Trips out into the community give opportunities to visit the Hat museum and safari parks. Children know print has meaning and enjoy writing and mark making as they complete the animal inoculation forms or take the orders from the cafe.

Children are suitably nourished with healthy snacks and home cooked meals. They are cared for in a secure environment. They learn how to keep themselves and others safe through discussions, activities and visits into the community. Children develop positive attitudes towards each other and learn to respect and value each others similarities and differences.

Staff have a good understanding of the framework; they plan and provide a wide range of interesting activities to help the children develop physically, intellectually, emotionally and socially. The recently introduced observation and assessment systems recognise the uniqueness of each child. Sensitive observations identify their abilities and interests and informally direct activities and play opportunities. However, these are not yet fully used to plan for the individual child's learning.

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.