

The Church of God of Prophecy Playscheme and After School Club

Inspection report for early years provision

Unique reference number	224887
Inspection date	28/01/2009
Inspector	Patricia Webb
Setting address	1 Gloucester Street, Wolverhampton, West Midlands, WV6 0PT
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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

The Church of God of Prophecy After School Club and Playscheme has been registered since 1986 and operates under the governance of a voluntary management committee. It is sited within Gloucester Street Community Centre in Whitmore Reans, Wolverhampton. The provision has access to one large hall and three smaller rooms, kitchen, toilets and large outdoor play area. These are sited on ground level with offices sited on the first floor. The After School Club and Playscheme provide a service to the local community and a number of local schools in the area. During term time, the provision is open Monday to Friday, from 15.00 to 18.00. During school holidays sessions are offered each weekday, from 08.00 to 18.00.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum number of 50 children may attend the club at any one time. There are currently 44 children aged from four years to 12 years on roll of whom eight are in the early years age group. The provision supports children with learning difficulties and/or disabilities and children for whom English is an additional language.

There are six members of staff, most of whom have relevant early years qualifications to NVQ Level 2 and 3. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Staff know the children well and offer a range of activities and experiences to enable children to relax, play and make reasonable progress in learning and development. Planning of activities is mainly led by the interests of the children with regard to their likes and preferences. Processes for effectively observing and assessing children's progress and evaluating practice are not yet fully implemented hindering preparation towards the next steps in their development and some aspects of their participation. Most of the required policies and procedures are in place although some have not been updated to reflect changes in procedures such as the child protection policy. Children are cared for in a safe and fully inclusive environment where their opinions and ideas are valued and respected by enthusiastic staff.

What steps need to be taken to improve provision further?

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

- undertake periodic assessments of children using developmental guidance to identify what games and activities will help them move to the next steps in their development
- update the child protection policy to clearly reflect the current Local Safeguarding Children Board (LSCB) procedures and inform parents and

carers of the action to be taken should an allegation of abuse be made against a member of staff

- extend the self-evaluation process to effectively identify strengths and gaps in the provision to ensure ongoing improvement
- ensure that noise levels are effectively managed to reduce the risk of disruption to children's activities and enjoyment.

The leadership and management of the early years provision

The setting is effectively managed by the committee, supported by the enthusiastic managers for the group and the whole centre. Careful attention is given to conducting risk assessments on the premises and for outings, ensuring children's welfare and enjoyment. Whilst staff have a sound knowledge and understanding of their roles and responsibilities with regard to child protection, the policy has not been updated to indicate the LSCB procedures and parents are not fully informed of the procedure should an allegation of abuse be made against a member of staff. This hinders how they can be assured that such an incident would be managed in the best interests of their child. Other policies and procedures are clear and shared with parents to keep them informed of the arrangements for the care and development of their children.

The provision is inclusive, serving a multiculturally diverse community which is reflected in the staff group as well as the families accessing the service. Older children integrate very positively with younger children forging strong and respectful friendships across a wide age range. For example, two children aged five years and 11 years work together to develop a 'new language', working out the coding and use of the alphabet in different ways. At present, parents do not receive a written record of what their child has done although they have ample opportunities to speak with practitioners when they collect their child. Partnerships with other settings and providers are developing positively, with close links to particular schools, enhancing the routines for the children.

Children have a firm voice in the planning and delivery of many interesting activities with suitable levels of challenge offered to develop children's thinking skills in a playful and enjoyable way. For instance, older, more able children are presented with a 'bingo' game which requires them to cross off derivatives of the number actually called out, with the level of difficulty being determined by the practitioner and the ability of the children participating. Processes for assessing children's progress are in their initial stages and do not as yet fully prepare for the next steps in each child's development. The management of the setting has a firm commitment to improvement overall including identifying some procedures that require updating and demonstrated by the attention paid to the recommendations made following the last inspection. The setting's system for evaluating the provision is in its infancy and whilst some strengths are identified and built upon, some gaps in the early years provision hamper overall enjoyment such as monitoring the noise levels at times in the setting.

The quality and standards of the early years provision

Children are happy and settled enjoying the friendly and informal routines of the provision. They are keen to join in with activities on offer and speak animatedly about the holiday scheme activities which they discuss and select before each operation. Their self esteem is effectively promoted as they have confidence in the adults who value and respect their efforts, achievements and opinions. Children eagerly discuss the opportunities they have to develop their physical skills as for example, they learn to roller-skate, having a range of equipment and resources which enable them to move from simple plastic four wheeled skates to the pinnacle of ability in the use of roller blades. A recent discussion about 3D films resulted in the manager seeking a suitable film in this format for children to watch and they avidly settled with their 'special glasses'. Thought in such activities is given to children who attend certain sessions, offering the activity on a few occasions to ensure all children have the opportunity to participate.

Children learn about keeping safe and making simple risk assessments for themselves. They participate in regular fire drills, understand the procedures for being transported in the various minibuses used, ensuring all seat belts are in place before setting off. Care is also taken with the use of equipment and moving around the premises indoors and outside. Children are developing an understanding of health eating and following a healthy lifestyle as they enjoy hot cooked meals in a relaxed and social environment and access fresh drinking water throughout the sessions. Children's behaviour is good and their friendships develop across the age range with some looking forward to seeing past friends when the half term playscheme operates. They understand the expectations of their behaviour and that there are consequences to their actions should they impact upon others. Staff provide positive role models for the children and appropriate interaction is fostered.

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?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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?	3
How well are children safeguarded?	3

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
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

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 the last inspection.

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.