

Leo's Den At Arnold Mill Primary School

Inspection report for early years provision

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EY381070

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Inspector

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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

Leo's Den at Arnold Mill Primary School, which is situated in Arnold, is part of Leo's Day Nursery. The after school club was registered with Ofsted in 2008. Leo's Den is situated next to Arnold Mill Primary School and it has a large secured outdoor area. The club is fully accessible for wheelchair users. A maximum of 40 children aged from three years may attend the setting at any one time. There are currently eight children attending who are within the Early Years Foundation Stage (EYFS). The provision also offers care to children aged over five years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children come from the local area, the club collects children from three local schools.

The club operates each weekday from 15:30 to 18:00 during school term times. During the holidays, when it serves as a holiday club, and all inset days at Arnold Mill School, the club operates from 08:00 to 18:00. They only close for main bank holidays. The club employs five members of staff. All hold appropriate early years qualifications. They receive support from the local authority

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The staff ensures that the children enjoy their time at the club. They actively engaged in a range of activities which are well matched to their needs and interests. The staff know the children well and the relationships between the children and staff are warm and trusting. Most arrangements are in place to ensure the children's good health and safety. All necessary policies and procedures are in place, and these help to ensure the club functions smoothly and allow the staff to respond to the changing needs of the children. The staff promote inclusion throughout the club.

What steps need to be taken to improve provision further?

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

- develop further the use of reflective practice and self-evaluation to identify current strengths and priorities for development that will improve the quality of the provision for children
- develop further the effective communication between settings to ensure that children's needs are met and there is continuity in their learning.

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

- ensure a full risk assessment is carried out for each type of outing (Safeguarding and welfare).

17/02/2009

The leadership and management of the early years provision

The staff are focused on helping all children make good progress in their learning and development, and promoting their welfare. All staff have good relationships with the children and interact very well with them. They offer a range of suitable activities and experiences for the children. The staff are effective in supporting children's learning, they easily get down to their level. They are good role models and use different teaching methods in helping children learn.

The club have detailed policies and procedures in place to protect children. The management have secure systems to ensure these are all known and followed by the staff. Staff carry out risk assessments on a daily basis. However, detailed risk assessments for outings are currently not undertaken. The whole staff team are committed to the improvement of the service and to the care and learning of the children. They continue to access ongoing training and this helps to ensure all children's individual needs are met. All staff are vetted and the club has a thorough recruitment process in place. Children are well-cared for by appropriately qualified staff. There is a suitable staff appraisal process, during which any training needs are identified. The staff team work very well together. All aspects of children's care are discussed with parents and fully supportive systems are in place for the ongoing exchange of information.

The relaxed, welcoming approach within the club helps children to settle quickly, and fosters their all-round development. This also encourages them to interact with each other, enhancing their social skills. Staff help children to appreciate diversity and begin to develop an understanding of the wider world through the use of appropriate resources and activities. The management and staff are starting to use self-evaluation to effectively identify the club's current strengths and weaknesses. The children's use of space has been suitably arranged. For example, they have set areas as in the main play room with activities set up on the floor or table height. With the additional computer room and art and craft room, the club has plans to build up links with the schools to allow the children to be suitably supported in their learning and development and welfare. Children's welfare is safeguarded as all staff have a secure understanding of their responsibility to protect children.

The quality and standards of the early years provision

The club leads to children making suitable progress and showing positive attitudes to play and learning. Children have opportunities to follow their interests and find things out for themselves. Staff have a good knowledge of the EYFS and use the children's own interests as a starting point. For example, children complete the 'All About Me' books. Staff listen carefully to the children and respond to them sensitively and with interest. This positive approach helps children's language and communication skills. The questions asked by staff give children time to think, and therefore help develop their understanding and thinking skills. Staff have started to record their observations and assessments of the progress the EYFS children make whilst in their care.

Children are encouraged to develop the habits and behaviour appropriate to good learners, due to the good relationships with staff. They show caring attitudes within their play, for example, as they handle dolls. The older children are fully supportive of the younger children and encourage them in their play. For example, as they play the table football game, they offer praise and encouragement to the younger children. They have a good awareness of health and hygiene and demonstrate good levels of independence. For example, they are aware of the tea time routine with regard to hand-washing. Children are provided with a well-balanced snack type meal and have drinks readily available at all times, which they help themselves to as they become thirsty. This practice promotes their independence. Staff promote good hygiene routines and prevent the risk of cross-infection as they wear the plastic aprons and gloves when handling and serving food. Children are safe as the premises, equipment and furniture are safe and secure. Their ability to protect themselves from harm is enhanced through opportunities to practise safety procedures and to consider if these are effective. For example, children practise the fire evacuation procedures. Staff have effective systems in place when they pick up the children from the schools. For example, they immediately contact the parents when additional children arrive to be taken to the club, or check with staff when children do not arrive.

Children enjoy the use of the computers and this is closely supervised by the staff. They take pleasure in the art and craft room as they thread and paint pasta tubes to make their own necklaces. They are able to paint at the easel or play in the sand. The younger children line the cars up on the play mat and then count them.

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.	3

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?	3
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?	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
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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.