

Todmorden Community Playgroup and National Out of School Club

Inspection report for early years provision

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| Unique reference number | 303843 |
| Inspection date | 08/01/2009 |
| Inspector | Keith Bardon |
| Setting address | Todmorden C of E Junior & Infant School, Burnley Road, Todmorden, Lancashire, OL14 7BS |
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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

Todmorden Community Playgroup and National After School Club is run by a committee. The playgroup and out of school club operate from a pre-fabricated building within the grounds of Todmorden Infant and Junior School. Facilities comprise two rooms within the building. The ICT suite within the school is also used, plus access to the ICT suite, hall, two classrooms and enclosed outdoor area. The provision is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 51 children may attend the out of school care sessions and a maximum of 49 children attend the playgroup sessions. The playgroup offers a range of sessions during term time only. This includes full day care where sessions run from 09.15 to 15.15 and morning and afternoon sessions which run from 09.15 to 11.45 and 12.45 to 15.15. Wraparound care is provided between 07.30 and 18.00. A lunch club is additionally offered to children who attend on a sessional basis. The out of school care sessions run from 07.30 to 08.55 and from 15.00 to 18.00 during term time and 07.30 to 18.00 during school holidays. There are currently 80 children on roll within the playgroup. There are currently 157 children from 3 years to 12 years on roll in the out of school club. The playgroup manager and nine staff all hold appropriate qualifications. The out of school club employs a manager and 13 staff, nine of whom hold appropriate qualifications, plus two who are working towards a qualification. The setting is part of the healthy schools award and the breakfast club award for a healthy service.

Overall effectiveness of the early years provision

Provision for Early Years Foundation Stage (EYFS) children is good in both the playgroup and the out of school club. Staff show a clear understanding of the needs of the age group and provide a wide range of stimulating activities which interest and engage the children fully. Relationships are excellent and both settings have a warm and friendly atmosphere in which children are safe and well cared for. However, formal risk assessments are not always carried out as required. Staff interact constantly and purposefully with the children, ensuring all are fully included and able to socialise happily with others. Parents speak very positively about the benefits their children derive and of the meaningful contact they have with staff. While managers have a clear vision for the future and capacity for further improvement is good, action plans are not clearly documented and staff do not make sufficiently detailed evaluations of the effect of the provision on children's learning.

What steps need to be taken to improve provision further?

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

- make more detailed evaluations of the effects of provision on children's learning
- write an action plan which shows clearly what developments are to take place and how and when they are to be achieved.

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

- carry out a full risk assessment for each type of outing the children make.(Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)

23/01/2009

The leadership and management of the early years provision

Good leadership and management ensure that the two settings work very closely together, sharing practices and skills to the benefit of all children. As a result of this strong partnership, provision is cohesive and children who attend both settings move seamlessly from one to another. Close liaison between staff ensures that areas for improvement are tackled rigorously and the recommendations from the last report have been addressed well. Areas for further development are identified clearly and the capacity for further improvement is good. However, the absence of a written plan means that progress with actions is difficult to track. Links with the school are very strong and when the time comes children transfer smoothly into reception. Parents are very positive about the provision made for their children and welcome the frequent information they receive about their well-being and progress. The required documentation is in place and staff regularly refresh and update their understanding. This, along with frequent training, ensures they are kept fully up-to-date with current developments. Procedures for safeguarding children are secure, although the risk assessments made for outside visits are not specific enough. Staff are reflective about their practices but evaluations of how provision is influencing children's learning and development lack refinement. Managers make productive use of the good links they have with the local authority to access additional support, guidance and training.

The quality and standards of the early years provision

Children's welfare is promoted well. They are taught the importance of washing hands after going to the toilet, before handling food and between different activities. Children leaving the sand tray appreciate that a simple dusting off is not enough and find an adult to take them to the wash basins. Food menus are carefully constructed and children appreciate that what they are eating is not only enjoyable but is also doing them good. Staff help children to develop independence by encouraging them to choose what they want to eat from a wide range of options and allowing them to help with preparation when appropriate. For example, the safe peeling of carrots during playgroup snack time gave children a clear sense of achievement and a great deal of pleasure. Robust systems which are common to both settings ensure staff know exactly where children are at any time. Children know who their 'key person' is and readily turn to them when they need help. Comfort is readily available for those who need a little additional emotional support. Children clearly enjoy the relaxed and caring atmosphere. Their behaviour

is managed very effectively with well-established routines combined with frequent encouragement and praise. Tidy up time, for example, is seen as everyone's responsibility. Early warnings that activities are coming to an end allow children to round things off for themselves and aid their understanding of numbers and time.

Activities for children are planned carefully with due attention paid to their differing needs. Strong emphasis is placed on communication skills, with staff constantly engaging children in conversation, reading them colourful stories and encouraging them to describe, explain and suggest. The fun children had playing with shaving foam, for example, gave them many valuable opportunities to describe what they could hear, see and feel. Both settings are resourced well with plenty of opportunity for children to choose what interests them, both indoor and out. Simple things such as an egg timer and a lens hold fascination for the children. They readily take them to staff to talk about what is happening and what they are discovering. Children's participation in activities is monitored and managed very carefully, so that over time each child has a balance of experience covering all the areas of learning. Staff from both settings contribute to the comprehensive records that are kept of the progress children are making. Each child has a 'learning journey' portfolio containing samples of work and detailed observational comments. Periodically, this is summarised using national criteria so that each child's stage of development can be clearly seen and the information shared with parents and the school.

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

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| 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

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| 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

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| 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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR1.1) (also applies to the voluntary part of the Childcare Register)

23/01/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified above (CR1.1)

23/01/2009

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.