

Firbobs@St Andrews O.S.C

Inspection report for early years provision

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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 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

Firbobs@St Andrews is one of four out of school services run by the provider. It opened in September 2008 and operates from the main hall, computer suite, resource and community room within St Andrews C of E Primary School, situated in Bebington in Wirral. All children share access to a secure enclosed outdoor play area. The service supports children with learning difficulties and disabilities and also supports children who speak English as an additional language. The service is open each weekday from 15.15 to 17.30 term time only.

The Out of School Club is registered on the Early Years Register. A maximum of 24 children may attend the out of school service at any one time. There are currently 31 children enrolled on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The out of school service currently employs two members of staff, both of whom hold appropriate early years and play worker qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children attending Firbobs out of school have fun and are cared for in an inclusive environment, where each child's individual needs are routinely met. There is a varied activity programme, which includes a range of adult plus many child-led activities. Staff successfully safeguard and promote the welfare of children in a very welcoming setting. They have begun to familiarise themselves with the Early Years Foundation Stage (EYFS) framework and also to develop links and work in partnership with parents and teaching staff of the primary school.

What steps need to be taken to improve provision further?

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

- continue to develop the planning and assessment systems for each child, and ensure that future activities will help children make further progress
- obtain more resources and provide more activities which reflect issues relating to disabilities.

The leadership and management of the early years provision

The provider and staff are very experienced and appropriately qualified. Their knowledge and understanding of Early Years childcare, ensures that they and the children plan an activity programme that is interesting, challenging and fun. Children's welfare is given a high priority within the setting, where they are fully safeguarded through robust recruitment and employment procedures. Staff keep updated about current childcare practices, through reading and discussion and also as they attend relevant training courses whenever possible.

The required records and documents are in place and reviewed regularly, to reflect any changes in legislation. They are stored securely, with staff knowing where to access the individual details required, so that they can give appropriate care. Regular risk assessments are completed and recorded on appropriate aspects of the environment.

There are effective systems in place to promote friendly, professional partnerships with parents and carers. Policies and procedures are accessible to parents and further information is displayed on notice boards. Staff share information about individual children's progress during informal chats at handover times. Each child's individual needs are met because staff develop a good working relationship with parents. Prior to care commencing they always obtain information about each child's abilities, dietary needs and their likes and dislikes.

The quality and standards of the early years provision

On arrival children are happy, as they enthusiastically greet the staff and chatter to them and to their friends about their day in school. Children enjoy a very social snack time where staff and children sit down together and continue to chat as they serve to each other, a varied range of snacks, some of which they themselves have helped to prepare. Staff have created an environment where children are involved in the planning of the daily activity programme and they eagerly choose from the wide range of accessible resources. They enjoy their newly created garden where, with the help of a professional gardener, they have planted a range of herbs and plants and wait anxiously to see what they will look or taste like when they have grown. They have been making bird feeders which they put out and watch as they try and identify the different birds that come down. Staff have also developed the children's interest in helping the environment, as they have been introduced to 'recycling' and have their own container for that, as they begin to learn about what to re-cycle and why.

Children develop their physical skills and are encouraged to consider the benefits of regular exercise as part of a healthy lifestyle, as weather permitting they participate in energetic games outdoors. Here they also have access to a varied range of outdoor play equipment plus the spacious outdoor areas of the school. Many of the resources available ensure that children learn to take turns in addition to developing their problem solving and numeracy skills. For example, as they play with the different board games, which require them to demonstrate their numeracy skills. Children also have access to the computer suite and here children skilfully manoeuvre the mouse around as they play their favourite computer games. The skills children develop in using such equipment contribute towards their future economic well-being.

Children have many opportunities through planned and free play, to develop their creative skills and whether they choose to draw, paint or create a collage work of art, there are lots of appropriate resources for them to do this. There are some resources and activities which helps children to develop a positive attitude towards people who are different from themselves. However staff have identified the need

to provide more opportunities for children to learn about disability. Children interact positively with their peers, as they play and staff are extremely good role models for the children speaking courteously to them at all times and when appropriate encouraging them to say 'please and thank you'. Minor disagreements are skilfully dealt with, in a way that is appropriate to each child's age and stage of development. The setting also uses a reward scheme for children to help to promote positive behaviour within Firbobs. When preparing the written risk assessments staff provide children with the opportunity to be involved in this task and that their contributions are welcomed.

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

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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