

# Andrews Angels Childcare

Inspection report for early years provision

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**Unique reference number** EY381863  
**Inspection date** 22/01/2009  
**Inspector** Anne Barnsley

**Setting address** Leasingham C of E School, Lincoln Road, Leasingham,  
SLEAFORD, Lincolnshire, NG34 8JS  
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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**

Andrews Angels Childcare registered in 2008. It operates from a self-contained unit within the grounds of Leasingham C of E School. There are a few steps to negotiate to access the club. The setting offers full day care to children and it serves the local community. The setting opens five days a week, all year round. Opening times are from 07:30 to 09:00 hours and 15:00 to 18:00 hours Monday to Friday and 07:30 to 18:00 during school holidays. Children attend for a variety of sessions. They are registered to care for 16 children at any one time and the number of children who attend varies each day. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## **Overall effectiveness of the early years provision**

Children are happy and settled during their time at the kids club. All aspects of children's welfare is promoted successfully and all policies and procedures are in place so that children are safeguarded. Staff have a clear vision for the setting and have identified the strengths and weakness effectively, including staff development and training needs. They have clear monitoring systems in place for continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- ensure that staff are appropriately qualified and have the necessary skills and knowledge to fulfil their designated roles within the setting
- ensure that planning makes links to children's individual needs and preferences in the early years age group
- develop links with other settings that children in the early years age group attend to establish continuity in their learning and development
- ensure that observations clearly reflect children's achievements and use these to plan for the next steps in children's learning and development
- develop strategies to promote positive behaviour and to manage a wide range of behaviour.

## **The leadership and management of the early years provision**

The management and staff work closely together to review and monitor the effectiveness of the kids club. They have successfully identified some additional training needs but were let down when this had been arranged. They are currently working on organising this again so that both members of staff hold appropriate childcare qualifications. In the meantime there are effective systems in place to use qualified staff from the school to cover staff absence. In addition to organising a childcare course, staff's knowledge of managing a wide range of behaviour and

of working with children who have additional needs has yet to be developed. In doing so this will enable a member of staff to fulfil the designated roles for managing behaviour and for working with children with additional learning or physical needs.

Progress has been made since registration with developing a system for observing children in the Early Years Foundation Stage so that planning for their individual needs can be achieved. Records are maintained but they do not clearly show what stage a child has reached and what their next step is. Planning is in place although it does not show how this has been organised to meet the needs of individual children in the early years age group. In spite of this, children can choose what they wish to do and are confident to make these choices.

A successful partnership with parents has been established and staff keep parents well informed about the setting. Parents have access to all policies and procedures and staff are always available to chat with parents if they have any concerns. Staff value parents and are appreciative of the support they have provided during the re-registration process by donating many resources to re-stock the club. A partnership with the school has yet to be introduced to ensure that all persons who deliver the Early Years Foundation Stage to children share information for continuity in children's learning and development.

Children are safeguarded because staff have a sound knowledge of child protection and their duty of care towards all children. There is a clear procedure for staff to follow and this is made available to parents. Some training has been completed, and updating this is being arranged in the near future. Staff appraisals, that have been drafted and are soon to be introduced, are used as a tool for recognising the individual developmental needs of staff and planning for this to be achieved. Some time is needed for all processes to become effective as much of the work since registration has focussed on re-organising the club completely and writing all policies and procedures from start to finish. Work has been prioritised well and all future developments have been set out in an action plan.

## **The quality and standards of the early years provision**

Children arrive from school happy and are eager to engage in play of their choice. Children in the early years age group join in confidently with older children in the setting. They enjoy painting and using a variety of craft materials for different purposes. They relax comfortably on a sofa after a day at school and actively contribute their ideas to solving problems on a playstation game. Planned themes are organised by staff and children contribute their ideas as to what they would like to do. All children are included as the activities are extended or modified to suit the developmental stage of children.

Children's behaviour is generally good, but can become over-zealous at times, which in turn carries elements of risk to children's safety, for example giving piggyback rides between tables and climbing on the back of the sofa. Noise levels can become excessive when children become over-excited. This detracts from some purposeful conversations and interaction as much of what is being said can

not be heard. Staff are not always proactive in dealing with this and younger children are not always being set positive examples of behaviour.

Children's welfare is promoted as they enjoy a wide variety of healthy snacks and meals, both during the holidays and after school. Children are offered breakfast, lunch and an evening meal, in addition to snacks twice each day and drinks whenever they wish. They learn about the importance of hygiene as they see staff implementing cleaning procedures and by being reminded to wash their hands and flush toilets. Staff follow daily safety checks as set out in the risk assessment and children learn to contribute to their safety by helping to tidy away their toys after use and to follow simple club rules. They participate in fire drills and know how to evacuate the room swiftly and they are given clear safety instructions when taken on outings away from the school premises.

During warmer months children spend much of the day outside in the school playground. They can take indoor toys outdoors to play with and they also have a range of toys that are specifically geared for outdoor activities such as cricket, football and swing ball. Children can use the adventure play area which is located to the side of the playground and they have shade under the trees and in a shelter where they can sit and chat or look at books. When the weather is not so favourable and during the winter when it gets dark early, children have shorter daily sessions outside so that they can have some fresh air and burn off some energy.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
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?	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](http://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.

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