

Castle Care Club at Meadows School

Inspection report for early years provision

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Inspector Patricia Cope

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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

Castle Care Club at Meadows School originally opened in 2003 and changed ownership in 2004. It operates from three rooms within Meadows First School in the town of Bromsgrove. The setting serves the local area. It has strong links with the school's Early Years Foundation Stage teacher and information about children is shared so that their needs can be met effectively. There is a fully-enclosed playground, adventure playground and sports field available for outside play.

There are currently 150 children from five to 13 years on roll. Ten are in the early years age group. Children attend for a variety of sessions. The setting has procedures to support children with learning difficulties and/or disabilities and those who speak English as an additional language. The provider is on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

The group opens five days a week during school term times with sessions from 08.00 to 09.00 and 15.00 to 18.00. It also operates from 08.00 to 18.00 during the school holidays.

Twenty-two members of staff work with the children. Half the staff have appropriate qualifications to National Vocational Qualification (NVQ) Level 3 or 4. One member of staff has a Level 2 qualification and five are working towards a recognised qualification in playwork. The setting is part of a local chain of nursery and out of school care provision. There is complete access for all children and adults.

Overall effectiveness of the early years provision

Castle Care Club makes good provision for the needs of all children because staff know their individual abilities and interests well and a varied range of interesting activities is provided including a space for quiet relaxation. The safety of the children is a high priority for all staff and procedures are followed rigorously. There are good links with parents who feel that their children are well looked after and thoroughly enjoy the wide range of activities provided. Staff and resources reflect a wide range of cultural backgrounds and there are opportunities to learn about other cultures. The capacity to improve is satisfactory. The recommendations from the last inspection have been made and many other improvements have been implemented, although these are not formally recorded. Managers are aware of this and are beginning to use the Early Years Foundation Stage (EYFS) Self-Evaluation Form to do this.

What steps need to be taken to improve provision further?

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

- develop the self-evaluation of the setting so that the impact on children's

- progress and well-being is clearly recorded
- record the children's progress across all areas of the curriculum so that the next steps can be identified.

The leadership and management of the early years provision

There are good links with parents and information about the club is displayed outside the rooms used. Parents value the care and enthusiasm shown by staff and the range of activities provided. Close links with the school mean that the progress and individual needs of children are shared. Membership of local groups such as the Playwork Forum has helped the club to understand and implement new requirements, as well as providing a good opportunity to share ideas that will improve the way that the club meets the needs of all children.

Managers provide a clear lead to staff and the commitment of all staff to the safety and development of all children is clear. Policies and procedures to safeguard the children are thorough and regularly reviewed and induction procedures for new staff are effective. Everyday practice reflects these policies and children settle quickly into the club and enjoy the many activities available. This is effectively supported by the good relationships that exist between everyone in the setting. Older children provide good role models for collaborative play and sometimes enjoy helping younger children in their games. Most of the requirements of the Early Years Foundation Stage Framework have been implemented and are having a positive impact on the learning and development of the children. Planning is based on the six areas of learning and reflects the particular needs of individual children. Monitoring and recording of children's development is at an early stage so the next steps in learning are not always clearly identified.

The recommendations from the previous report have been addressed and managers along with staff regularly review the provision and make improvements, for example, a quiet place for children to relax. The views of children as well as parents are taken into account when planning improvements. The leaders have a clear view of strengths and weaknesses. Children, parents and staff are all involved in reviewing the setting and deciding on priorities for improvement. While these are understood, they are not formally recorded so it is difficult for managers to share information about the impact on children's development and well-being. This has been recognised by the managers who are beginning to evaluate the setting more systematically.

The quality and standards of the early years provision

There are plenty of learning opportunities across all six areas of learning and a good balance between activities that children choose to undertake alone and those that are led by an adult. Staff review the children's involvement to ensure that they are encouraged to take part in as varied a range of activities as possible and adapt them to meet the wishes of the children on a regular basis.

Whilst learning about the Chinese New Year, children learn about other cultures,

have opportunities for mark-making in the Chinese style, plan and make Chinese lanterns and are encouraged to discuss their views of Chinese food. Staff encourage children to explore ideas and extend their imagination whilst playing alongside them in the role play area. Children also learn to recognise and understand different feelings using photo cards and mirrors. Rigorous risk assessments ensure that children are safe and secure in their learning environment. Planning takes account of children's individual needs particularly in their personal and social development, for example, supporting them in their ability to take turns and participate in activities. However, it is less well developed for other areas of learning, particularly problem solving, reasoning and numeracy.

Snacks and the optional tea include plenty of fruit and raw vegetables as well as pitta breads with cheese and ham. Outside or in the assembly hall children enjoy vigorous exercise using bats, balls and other equipment. Children clearly enjoy their time at the club and sometimes say that they don't want to go home as they would prefer to stay until the end of the session. They are learning a wide range of skills. They are encouraged to make choices and to work and play together. They also make a contribution to the wider community through fund-raising for the Children in Need Appeal. There are some opportunities for children to take responsibilities on a daily basis and children are active and independent learners. They respect each others differences and are learning about the world beyond their immediate community.

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?	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: 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.