

Alma Park Kids Club

Inspection report for early years provision

Unique reference number 500004
Inspection date 26/02/2009
Inspector Terry Bond

Setting address Alma Park Primary School, Errwood Road, Manchester,
Lancashire, M19 2PF

Telephone number 07863 183 512

Email

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

Alma Park Kids Club has been registered since 1999 and is run by a private individual. The club is located in the Levenshulme area of Manchester. The club operates from a detached building in the grounds of Alma Park Primary School and serves the local community. There are two rooms available for out of school activities with integral kitchen and toilet facilities. Outdoor play is available on the grassed and hard surface area adjacent to the building. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 23 children, aged between two and eight years, may attend the setting at any one time. The club is open from 15.15 to 18.00 Monday to Friday, term time only. Currently, there are 40 children on roll between the ages of two and eight years and eight of these come under the Early Years Foundation Stage. The club supports children who speak English as an additional language. The club employs four members of staff. All hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Alma Park Kids Club makes good provision for children as it provides a welcoming and secure environment, cares well for all children and ensures their happiness. A range of positive learning opportunities enables children to make good progress in their learning and development. The setting supports children's individual needs through positive links with parents and outside agencies, although parents do not receive much written information about their children's progress and achievement. The manager of the setting shows commitment to improving the quality of the provision for all the children. All the required documentation reflects the effective management of the setting, along with its capacity to make further improvements. Although all staff carry out the new system of daily observations and assessments in order to determine the next steps in children's learning, these are not yet fully developed.

What steps need to be taken to improve provision further?

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

- further develop routine observations and assessment procedures to record the progress children make in their learning using the Early Years Foundation Stage document
- ensure that parents are fully informed about their children's progress and achievement.

The leadership and management of the early years provision

The enthusiastic manager leads and manages the setting well. She shows a strong commitment to improving the quality of the service for all the children. This

includes staff involvement in training related to the Early Years Foundation Stage. Staff clearly understand their roles and responsibilities and work well together as a team. The 'key person' system works well in practice as it helps to meet the needs of the children.

Staff maintain all the required documentation to ensure the smooth running of the setting. They also carry out risk assessments, as and when necessary, in order to help safeguard the children. For example, they carefully inspect all the large outdoor equipment prior to children using it. An ongoing self-evaluation process continues to develop and to inform practice. All staff undergo the appropriate vetting checks to confirm their suitability to work with children.

Staff now make daily observations and assessments of children and these are beginning to provide valuable information to help staff plan the next steps in children's learning. An up-dated information board, questionnaires and informal meetings result in better communication with parents and this continues to improve. However, a more formal approach to inform parents of their children's progress and achievement is still in the early stages of development.

The quality and standards of the early years provision

Children make good progress in their learning and development, and their confidence and independence develop well to support their future success. They readily engage in their play and staff are attentive as, for example, they sit and share art and craft activities with the children. Staff plan the environment with the children in mind, although systems of observation and assessment are not yet fully developed to enable staff to plan for the children's next steps in learning and development. Children confidently self-select materials that appeal to them, such as using beads to make brightly coloured jewellery. They particularly enjoy the freedom to use the well resourced outdoor 'trim trail', where they can play imaginatively, climb, crawl and balance on the well-maintained equipment. Adults supervise these activities well, with the children wearing brightly coloured bibs to aid identification. On these occasions, staff are also in touch with one another through the hand-held communication system. This reflects the high priority the setting gives to the welfare and safeguarding of the children. Colourful artwork enhances the clean and tidy internal accommodation. A particularly good example is the display celebrating the Chinese New Year, which helps to promote the children's knowledge and understanding of the world.

The setting meets children's health needs well. Staff take great care to minimise the risk of cross-infection as they hygienically clean table surfaces prior to snack time. Children develop self-care skills, as they remember to wash their hands at appropriate times. The setting has fully implemented the recommendations from the previous inspection and ensures the children have access to a regular supply of fresh fruit and water throughout each session. In addition, children enjoy healthy snacks, including noodles, fruit juice and a range of vegetables. Staff use snack times to good advantage, for example, by asking the children to describe the different tastes of the vegetables. Adults also use this time well to develop the children's interpersonal skills. The strong emphasis on caring and sharing reflects

in children's self-assurance. They play together harmoniously and in an atmosphere of mutual respect.

Although staff have informal discussions with parents about individual children, the ongoing sharing of information is not fully established. For example, staff do not pass on specific information about what children know and can do, or show parents how to support children's learning at home.

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

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.