

Fruits Of Life Childcare Centre

Inspection report for early years provision

Unique reference number EY385812
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Inspector Anthony Anderson

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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

Fruits of Life After School Club was registered in 2008. It operates from two rooms in Plymouth Grove Primary School in Longsight, Manchester and opens each weekday from 15.15 to 18.00, term time only. The children have access to enclosed outdoor play areas. The out of school club is registered to care for a maximum of 32 children aged two to eight years at any one time. It is registered on the Early Years Register and both compulsory and voluntary parts of the Childcare Register. There are currently 16 children on roll, aged four to 10 years. The out of school club has four staff. Three staff members, including the manager, hold appropriate qualifications and one is working towards a qualification.

Overall effectiveness of the early years provision

Overall, the quality of provision is satisfactory. The appropriately trained and experienced leader and key support staff provide a warm welcome to children and their parents, although the 'key person' system is too new to have a measurable impact. Staff accurately recognise the setting's strengths and areas for development. However, partly because the provision is very new, they do not yet have formal structures in place to consistently evaluate its effectiveness or to plan for and monitor the progress children make here. Strong safeguarding and welfare procedures are at the centre of this caring provision and there is good attention to inclusive practice. The setting demonstrates a satisfactory capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- implement fully the new Early Years Foundation Stage framework including the key person system
- introduce an effective self-evaluation system and ensure that it leads to continuous improvement.

The leadership and management of the early years provision

Staff work as an effective and enthusiastic team under the leadership of the setting's relatively new manager. Together, they create a warm and friendly atmosphere in which the small numbers of Early Years Foundation Stage (EYFS) children feel happy and comfortable. There are appropriate care and welfare systems and these include the daily collection of a few early years children from nearby primary schools. Appropriately trained staff support children well when they are ill or have an accident and parents are asked to sign any entries in the accident book. Staff know their young children well and keep attendance registers robustly up to date for purposes of health and safety and to support the accurate recording of regular fire evacuation drills. The setting has only recently assigned a 'key

person' to oversee the well-being of each child and there is no evidence yet of their impact. Vetting systems to assess the suitability of staff to work with children meet with the latest national guidelines.

Managers use occasional informal meetings to encourage staff to identify individual training and development needs and to locate appropriate courses. Following recent supporting visits from external sources, managers recognise the lack of a programme to self-assess both their work and the effectiveness of the early years provision. Also, they understand that currently they do not use the information from observations of young children in the setting to assist in daily planning and appropriate record keeping of young children's progress. These key systems and procedures relating to the new EYFS framework are not yet fully in place. The management of the out of school club work extremely closely with parents who express satisfaction with the caring attitude of staff and of their children's enjoyment and safety when attending the setting.

The quality and standards of the early years provision

Children are happy and say that they enjoy their time in this inclusive setting. They make choices from a good range of indoor and outdoor resources and activities. Children build positive relationships with staff and their own peers, and the older children help and support their younger friends to stay safe. They have many opportunities to communicate with each other and with staff who encourage and support this by actively listening and offering practical suggestions.

The setting uses the main school's playground well to extend young children's physical and social skills. Staff supervise the children well and offer them praise and encouragement. Inside the setting, children enjoy healthy snacks of fruit and soft drinks and staff encourage them to wash their hands before eating or visiting the toilet. They enjoy drawing and colouring and they look forward to helping to make a chocolate birthday cake for one of the staff. One group of young children thoroughly enjoy the challenge of writing and sketching on a specially designed 'graffiti wall' created on the floor of the main school's hall which is the central hub of the setting.

Advanced weekly planning of activities and resources helps staff to prepare for each day's provision but they do not yet draw up any specific individual achievement plans for the registered EYFS children. Leaders are aware of the requirements of the EYFS framework but its implementation is at a very early stage of development. For example, staff use the information from recent, brief observations of the children as a means to create individual activity profiles. However, there is not yet sufficient recorded data to utilise fully these observations in the planning of individual activities linked to the six areas of early years learning or to enhance the support of young children's future economic well-being.

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?	3
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?	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?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
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?	3
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

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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