

Daisy Club

Inspection report for early years provision

Unique reference number EY358373
Inspection date 25/02/2009
Inspector Sarah Drake

Setting address St. Johns Primary School, Daisy Bank Avenue, Pendlebury,
Swinton, MANCHESTER, M27 5FU

Telephone number 0161 9212131

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

Daisy Club is run by a private organisation and was re-registered in 2007. The club operates from within the ground floor of St John's Primary School in the Swinton area of Manchester. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and provides an out of school care service for pupils who mainly attend St John's Primary School and the neighbouring St Luke's Primary School. A maximum of 60 children may attend the club at any one time, of whom 25 may be in the early years age group.

The club is open each weekday from 07.45 until 08.55 and 15.30 until 17.45 during term time, and from 07.45 until 17.45 during school holidays, with the exception of the week between Christmas and New Year. All children share access to a secure enclosed outdoor play area. There are currently 189 children on roll, of whom 32 are under five years of age. Children come from the surrounding area and attend a variety of sessions. The club supports children with learning difficulties and/or disabilities and can support children who have English as an additional language. The club employs 10 staff who work directly with the children. Of these, five hold appropriate childcare qualifications and the others are undertaking training.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The Daisy Club provides a welcoming, happy environment which meets children's needs well. Staff build good quality relationships with the children and have a good knowledge of their individual likes, dislikes and welfare needs. At a practical level, they are vigilant about children's safety, but they do not consistently record risk assessments. Good quality leadership and management ensure that the setting runs smoothly and has good capacity to improve further. Staff are beginning to adapt their practice in accordance with the Early Years Foundation Stage but they do not yet fully reflect this in their planning or discussions with children. Whilst the partnership with parents and others is good overall, there is no formal means of communication with settings other than the host school that the children attend.

What steps need to be taken to improve provision further?

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

- improve the planning of activities and the quality of staff's interactions with children
- improve communication with other settings about individual children's needs and achievements
- ensure that risk assessments are consistently recorded.

The leadership and management of the early years provision

Lively, efficient leadership and management have helped to establish a well-trained staff team that provides a setting which is much appreciated by both children and parents. Policies and procedures are regularly reviewed, in the staff's personal files and available to parents. Arrangements are in place to ensure the staff's suitability to work with children. Most record-keeping is thorough, although there has been a recent lapse in the recording of risk assessments. Monthly staff meetings include discussion about what is working well and what can be improved, as well as planning for future activities. The manager is very positive about the recently introduced Early Years Foundation Stage requirements, including the introduction of key workers for each child. She understands that 'the whole point of this is so nothing is missed out of children's lives', and has ensured that staff are beginning to make observations of children's achievements. However, she is also well aware that, as yet, these observations do not feed into the planning of activities and that the planning does not relate closely enough to the different areas of learning for young children.

Parents confirm that staff keep them well informed about the activities provided and any accidents or the need to administer medication. They appreciate their children's happiness at the club and the easy access that they have to staff. The setting also works in good partnership with others, such as the primary healthcare trust and Sure Start. There is good liaison with the host school over, for instance, the sharing of accommodation. Children who attend St John's have 'All About Me' books in which school staff, parents and setting staff can share information about the individual, but this good form of communication is not available for children who attend the neighbouring school.

The quality and standards of the early years provision

The setting promotes children's learning and development in a satisfactory manner. Children clearly feel 'at home' in the club. They form good relationships with staff and each other and collaborate well in their play. The children happily settle to whatever takes their eye among the varied range of activities that help to develop their imaginative, physical, communication and other skills. They are confident to ask for a well-liked resource if it is not immediately accessible. Staff lead and oversee activities in a friendly, helpful manner. They are very willing to chat with the children but they seldom ask them questions that are designed to extend their thinking or deepen their understanding. Their observations of children's activities do not always identify the next steps for their learning. Because of this, staff sometimes miss opportunities to promote children's achievement.

Staff have a good knowledge of the children's welfare needs and are generally alert to their moods. They supervise them well when, for instance, moving from room to room to use the school's computer suite. Children have a good awareness of how to stay safe and healthy. Staff prepare snacks in an hygienic manner and children understand about the need to wash their hands. The food is nutritious and plentiful and children have free access to water or juice. After snack time all those

present chose to play energetically outside where they continued to behave well and pay good attention to safety. Even the youngest children take very good care of others if they fall over. The children are polite and they willingly help to serve the snacks and tidy up after activities. They show respect for others and demonstrate the skills of adaptability and tolerance that are helpful to their future lives.

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? | 3 |

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? | 2 |
| 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

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.