

Scaliwagz Ltd

Inspection report for early years provision

Unique reference number EY253671
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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 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

Scaliwagz Ltd is run by a private organisation. It opened in 2002 and operates from the community rooms in Hodge Clough Junior School in Moorside, near Oldham. A maximum of 40 children aged between two and eight years may attend the provision at any one time. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The out of school club is open each weekday, in term time, from 07.30 to 09.00 and from 15.15 to 18.00. In the school holidays, the play scheme operates from 07.30 to 18.00. All children share access to a fully enclosed outdoor play area. There are currently 67 children, aged from four to 11 years on roll. The group currently supports a number of children with learning difficulties. The group employs five members of staff, all of whom hold appropriate childcare qualifications.

Overall effectiveness of the early years provision

Overall, the quality of provision is satisfactory. The dedicated staff team meets children's needs satisfactorily, within a caring and friendly environment. Well qualified leaders and support staff ensure good inclusive practice, and children and their parents demonstrate confidence, enjoyment and a high degree of satisfaction with the setting. The new Early Years Foundation Stage framework is at a very early stage of development and the required key person system is not yet in place. Staff know the setting's strengths and areas for development but do not yet have formal structures in place to monitor and evaluate the effectiveness of the early years provision. There are clear safeguarding and care procedures but staff do not consistently ensure that parents sign the accident book and although accurate, morning registration procedures are not as effective as in the afternoon.

What steps need to be taken to improve provision further?

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

- ensure that parents are consistently invited to sign any accident records relating to their own child
- improve the morning registration system to reflect the same high quality as in the afternoon
- fully implement the new Early Years Foundation Stage framework including the key person system
- develop and implement an effective self-evaluation system linked to the new Early Years Foundation Stage framework and ensure that it leads to continuous improvement.

The leadership and management of the early years provision

The suitably qualified staff work as an effective team and demonstrate a clear understanding of their individual roles and responsibilities in the care and

supervision of young children. Together, they create a warm and friendly atmosphere in which the small number of early years children are able to relax and enjoy themselves. There are appropriate care and welfare procedures in place, although staff do not consistently follow some of these, such as inviting parents to sign the accident book. Occasional staff meetings encourage practitioners to identify individual training and development needs and to locate appropriate courses. However, there has been some delay in securing in-house training for the new Early Years Foundation Stage framework and this is at a very early stage of development. Appropriate vetting systems ensure the suitability of all staff to work with children.

Although staff undertake informal observations of young children's progress, there is little evidence of how staff then use this information to plan children's next steps of development or to link the provision to the six areas of early years learning. Very positive relationships exist with the nearby infant school. Staff pay good attention to health and safety during the daily transportation of early years children between the two settings but the morning registration procedures are not as comprehensive as those used in the afternoon. Although occasional informal discussions take place between the setting's management and the early years department of the infant school, these do not yet fully reflect the new Early Years Foundation Stage guidance.

The setting works closely with parents and those spoken to express strong satisfaction with the caring attitude of staff and of their children's enjoyment when attending the setting. The main recommendations resulting from the last inspection have been effectively implemented and the setting demonstrates a satisfactory capacity for further improvement.

The quality and standards of the early years provision

Children clearly enjoy their time here. They arrive happy and settle quickly into their chosen activity after enjoying a healthy breakfast in the morning or a snack at the end of the school day. They have many opportunities to communicate with each other and with staff who support this by actively listening and engaging children in a wide range of activities. However, children do not have an allocated key person. The setting uses the main school's playground well to extend children's physical, social and creative skills. Currently, staff do not formally assess or record the extent and pace of young children's progress.

Children enjoy drawing and colouring and playing with a wide range of toys and games. They share and collaborate well. For example, two young children demonstrate good coordination skills on a full sized pool table. There are television programmes and parentally vetted video films regularly available and staff encourage children to make independent choices, a key skill for future success. A quiet room provides the opportunity for children to relax, read or just talk quietly to their friends. The setting actively celebrates special times such as Christmas and Easter and these add to children's developing knowledge of diversity and the wider world. Adults provide strong and effective support for any children with disabilities or who have any particular special needs.

Appropriately trained staff support children well when they are ill or have an accident, although staff do not consistently ask parents to sign the accident book. Practitioners seek written parental permission before administering medication. The setting organises regular fire drills and records the outcomes. Adults encourage children to wash their hands after visiting the toilet or prior to enjoying their regular and healthy snacks.

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

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.