

Clayton Green Happy Times Pre-school and Playscheme

Inspection report for early years provision

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Inspector Joan, Patricia Flowers

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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).

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

Clayton Green Happy Times Pre-school and Play Scheme became registered with Ofsted in 2001 and is operated by Community Leisure Services. The facility uses a main dedicated care room on the first floor, with additional rooms available downstairs in the leisure centre. There is lift and ramp access for all users.

The play scheme is offered each weekday during school holiday periods from 08.30 until 17.30. During term times, the pre-school operates Monday to Friday between 09.00 and 15.00. There are 65 children on roll. The setting is registered on the Early Years register and both parts of the Childcare register and is in receipt of funding for the provision of free early education to children aged three and four. A maximum of 28 children under eight may attend at any one time. The setting supports children with learning difficulties and disabilities and children for whom English is an additional language. All children share access to a secure enclosed outdoor play area.

The facility employs seven staff, all of whom hold relevant childcare qualifications. The setting is a member of the Pre-school Learning Alliance and 4children. The local authority provides training and support.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children's needs are met well because staff have reliable information about every child who attends. An inclusive environment ensures that all children and adults are welcome, with accessibility to and within the provision well thought through. The setting continuously evaluates its provision so that continuous improvement can take place to benefit the children's learning, care and development. The setting's organisational procedures are generally well applied.

What steps need to be taken to improve provision further?

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

- ensure that the system used to record visitors is consistently maintained.

The leadership and management of the early years provision

The setting is led and managed well. This ensures that children are safe and their individual needs are catered for by well-qualified and experienced staff who work well together. Required documentation is in place to ensure the smooth running of the setting, apart from the visitor record, which is not consistently maintained. Staff act as good role models and interact very well with children, taking part in both adult-led and child-led activities, encouraging children and building good relationships with them. The setting actively takes part in self-evaluation

procedures that are discussed at staff meetings and fed through to the registered provider. All staff have undergone suitability checks and an effective recruitment procedure ensures staff are suitable to work with children. All staff are knowledgeable of their roles and responsibilities in safeguarding children, with most having attended appropriate training.

Staff carry out daily detailed risk assessments for all areas of the premises and before taking children out on to the all weather pitch outdoors. All play equipment has been checked and is age and stage appropriate. Children learn about hygiene through daily activities and routines, with staff implementing the settings policies and procedures effectively to protect children from infection. Children bring in a packed lunch each day, which is stored appropriately, fresh drinking water is available at all times. A daily record of child and staff attendance is in place. This supports the well-being and safety of the children and is in line with the required Early Years Welfare Requirements. Children's individual needs are met as information is given by parents about their child at enrolment; therefore, staff are aware of each child's needs and developmental stage. Staff exchange information with parents each day and show parents and carers the records of their children's achievements, collected in their individual files. Parents are given good quality information about the provision, and information is displayed on notice boards, wall displays and through newsletters and discussions. Effective partnership working with other providers and agencies also ensures that children's individual needs can be supported met well.

The quality and standards of the early years provision

Children take part in a varied range of sports activities that support their learning and physical development and well-being. They enjoy arts and crafts and a wide range of free- play activities and team games. Children learn to keep themselves safe throughout the day, as they take part in large group activities like the bouncy castle during play schemes sessions in the school holidays. Children enjoy learning to play Rounders for the first time, gradually getting to know the rules over two days. Pre-school children enjoy physical activities when they take part in creative movement sessions with the Sticky Kids CD, following instructions to move their bodies in different ways.

Staff undertake observations and assessments of the children and use photographs to illustrate and feed back to parents, showing the areas of development their children are progressing in. Many activities are sports based during play scheme sessions, with opportunities for children to learn about being in a team. Children also spend time handling books, writing and drawing and taking part in tabletop games. Children are excited and motivated as they play games of cricket and netball as they develop their physical skills. They throw and catch balls with growing accuracy as their coordination and proficiency improves.

Children are starting to understand right from wrong. Their behaviour is good and they listen to staff and show respect for them and for each other. Older children willingly offer help to the younger children during play scheme activities, with all helping to draw up the rules together at the start of each scheme. Pre-school

children are learning about how to interact, socialise and make friends. Children listen to stories and are starting to develop their understanding that words have meaning. They can practice mark making when writing lists or their names on their art work, and for the youngest their emergent writing in role play situations like the shop or the home corner. Children learn to count as they add up scores during team games, they build and construct using large bricks and build train tracks using their emerging reasoning and negotiating skills. Children take part in role-play acting out everyday situations. Staff use good questioning techniques, to encourage and support children.

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

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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