

ABC Childcare

Inspection report for early years provision

Unique reference number	EY379185
Inspection date	28/04/2009
Inspector	Victoria Gail Halliwell
Setting address	Ince in Makerfield C of E Junior & Infant School, Charles Street, Ince, WIGAN, Lancashire, WN2 2AL
Telephone number	01942 245 218
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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

ABC Childcare is one of several out of school and pre-school provisions operated by ABC Pre School Limited. It opened in 2008 and operates from two rooms in a Children's Centre, in the Ince area of Wigan. All children have access to a fully enclosed outdoor play area. Out of school care is provided from 15.15 until 18.00 and holiday care is provided from 07.30 until 18.00 with the exception of public holidays.

A maximum of 24 children may attend the setting at any time. There are currently five children aged from three to under five years on roll, some in part-time places. The setting also offers care to children aged over five to 11 years. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are three members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification (NVQ) level 2. Two staff are currently working towards further nationally recognised qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are valued as unique individuals and good staffing levels ensure staff know and support each child very well. Excellent relationships with other providers delivering the EYFS, ensure continued progression in children's learning and consistency in their care. Informal partnerships with parents are very good, however parents are not well informed about the settings policies and procedures. The setting's capacity to maintain continuous improvement is very strong. The manager and staff have a clear understanding of both individual and collective area's for development.

What steps need to be taken to improve provision further?

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

- develop the ongoing observation and assessment process and analyse observations to help plan the next steps for individual children's learning
- develop the risk assessment for outings, including the collection of children from nursery and ensure it reflects any potential hazards presented by individual children
- improve the accessibility of policies and procedures, so that parents can further understand policies within the setting, also develop opportunities for parents to review their child's progress and contribute to their learning and development.

The leadership and management of the early years provision

The newly appointed manager has effectively evaluated this new provision and has begun to target areas identified for improvement which have an immediate beneficial impact on the children. For example, the accessibility of resources and continuous provision have been improved and much to the children's delight outdoor play is continually available. Staff are highly motivated and this newly established team work very effectively to meet the individual and group needs of the children. Staff are enthusiastic about training and eager to implement recently acquired knowledge to further improve the quality of the service they provide. For example, developing the links between incidental observations and planning. Attention to documentation is good, all required documentation is appropriately maintained. Policies and procedures are currently under review by the manager, who encourages staff to reflect on and contribute to draft policies before they are implemented.

Children are effectively safeguarded. The manager has a sound knowledge of safeguarding issues and is able to implement appropriate procedures to protect a child from possible harm. Relevant documentation and the settings safeguarding policy is easily accessible and high priority is given to ensuring all staff receive training in this area. Very good systems are in place to ensure any potential hazards on the premises are identified and minimised, as a result, children move around freely within a safe and secure environment. Some good measures are implemented to ensure children are safely collected from school, however written risk assessments are not developed and do not take sufficient account of the behaviour of individual children.

Partnership working is generally very strong. The manager and staff work very closely with both parents and the school to ensure children benefit from a consistent approach. Staff report parents respond very well to their relaxed and informal environment. They routinely share information about their child's needs, discuss behaviour management issues and talk openly about children's experiences beyond the setting. Consequently, staff know individual children very well, they are aware of ongoing changes and factors which may affect a child's learning or behaviour and continually take account of these. Details of children's starting points and parental consent are obtained via the nursery but there is no formalised system to inform parents of children's learning and development. Parents are not well informed about the settings policies and procedures, for example, safeguarding, behaviour management and equal opportunities. Information relating to complaints and the regulatory body is displayed on the notice board.

The quality and standards of the early years provision

All aspects of children's welfare are very effectively promoted. Staff ensure children are safeguarded and continually raise children's awareness of their own safety, for example, encouraging children to think about the consequences of spilling 'jelly' on the floor, or running near a road. Activities are planned to meet children's individual learning needs. For example, to raise a child's awareness of road safety,

staff provide relevant role play experiences. Children's health and well being is well promoted. Children are routinely encouraged to make healthy choices about what they eat, a 'food board' displays the choices available and children state their individual preference, which is then provided for their 'tea'. A selection of fresh fruit and drinking water is continually available and children confidently help themselves throughout the session.

Staff naturally foster a very welcoming and relaxed environment, where each child is valued and encouraged to make choices and have fun. Children benefit from a very well resourced and exceptionally accessible child centred environment, which effectively supports their continued learning in all areas. In addition, they are well supported by staff who provide clear explanations about how things work, where they are stored and give children a clear message, that their time in after school is about them and the choices they make. Consequently, children demonstrate a very strong sense of belonging, they move freely between the in and outdoor play areas, making meaningful choices about where and how they spend their time.

The presence of children over five years within the setting has a particularly positive impact on the younger children, many are exemplary role models who show high levels of care and concern for younger members of the group. They thrive on their special roles and responsibilities and happily provide assistance to younger children and encourage them to try new experiences. For example, inviting them to use the laptop.

Children thoroughly enjoy their time within the setting, they squeal with delight as they squish jelly through their fingers and repeatedly listen to the sound as it 'splats' back into the tray. Staff plan interesting activities which encourage younger children to write and make marks for a purpose, such as, designing labels for their drinking cups. Children are encouraged to use a self registration system and use their name to indicate if they are playing in or outdoors. The provision for ICT is excellent and children confidently use the interactive whiteboard and laptops. Excellent communication with the school enable staff to build on children's interests and support individual learning. For example, following a discussion which highlights one child's interest in the food in the role play area, the setting review their role play and create a 'café' for the child to explore. In practice staff support children learning very well although this is not always reflected in written plans.

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?	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- devise a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parents makes in writing (CR7.1)(also applies to the voluntary part of the Childcare Register) 14/05/2009
- make the following information available to parents: copies of the written statements for safeguarding procedures and complaints procedures (CR9.1)(also applies to the voluntary part of the Childcare Register). 14/05/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified above in the compulsory Childcare Register section of the report (CR7.1) 14/05/2009
- take action as specified above in the compulsory Childcare Register section of the report (CR9.1). 14/05/2009