

# Furness Childcare @ Newbarns

Inspection report for early years provision

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**Unique reference number** EY380593  
**Inspection date** 06/05/2009  
**Inspector** Sandra Elizabeth Williams

**Setting address** Newbarns Primary School, Rising Side, BARROW-IN-FURNESS, Cumbria, LA13 9ET

**Telephone number** 01229828444

**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 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

Furness Childcare @ Newbarns is an out of school club which was registered in September 2008. It is registered by Ofsted on the Early Years Register and both parts of the Childcare Register. It is one of three settings privately owned by Furness Childcare Limited. It operates from a playroom in a children's centre adjacent to Newbarns Primary School in Barrow-in-Furness, Cumbria. A maximum of 19 children may attend the club at any one time. Children are admitted from the age of four to 11 years. There are currently 23 children on roll and the setting supports children with learning difficulties.

The setting is open each weekday from 07.30 to 09.00 and from 15.15 to 17.30 in term time only. All children share access to an outdoor play area and they also have access to part of the school outdoor play area. The setting serves children from Newbarns Primary School as well as children from neighbouring schools. There are two members of staff who work with the children. Both staff hold appropriate early years qualifications and one of them also holds a Degree in Education and Social Care.

## Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. This is due to three breaches of the welfare requirements. However, the system for monitoring and assessing the progress in children's learning and development is satisfactory. All children are welcomed into this inclusive setting and they settle well and enjoy their time playing with their friends. Partnerships with parents are satisfactory. Staff work closely with the school to ensure that children receive continuity of care and education. There is a self-evaluation of the practice and therefore the manager does have an idea of the setting's strengths and weaknesses. There have been insufficient improvements made since registration, as not all of the actions from have been satisfactorily implemented.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that written permission is requested, at the time of the child's admission to the provision, to seek emergency medical advice or treatment for all children who attend (Safeguarding) 20/05/2009
- ensure that the premises, both indoors and outdoors, are secure and that children cannot leave the premises unsupervised (Safeguarding) 20/05/2009

- ensure that the recruitment system is robust and effective and that the complete vetting process is carried out promptly when there is a change of manager. (Suitable People)

20/05/2009

To improve the early years provision the registered person should:

- implement a system for recording the names of visitors and the details of arrival and departure times
- ensure that children are able to undertake hygienic practices by having access to suitable equipment when using the toilets and hand washing facilities
- undertake regular evacuation drills and record them in a fire log book. Ensure that the fire extinguisher is securely mounted on the wall
- develop children's knowledge and understanding of the world by enhancing the range of ICT equipment, programmable toys and multicultural resources
- develop children's creativity by providing a wider choice of resources and media, such as music, dance and role play equipment.

## **The leadership and management of the early years provision**

The leadership of this setting is weak. There has been a change of manager, and although the registered person has notified Ofsted, there is currently no trace of this and there has been a significant delay in the relevant documentation being forwarded to Ofsted for the suitability checks to be completed. Practice is evaluated and the strengths and weaknesses of the setting are generally known. However, insufficient improvements have been made since registration. The previous action regarding the security of the premises has not been addressed in a sufficiently robust manner.

Documentation is generally satisfactory, however, written parental permissions to seek medical treatment in an emergency are not currently in place for all children who attend. The policies and procedures are satisfactory and there is a record of risk assessment for the premises in place. However, there is currently no system for recording visitors details nor is there a record of emergency evacuation drills. The manager has a satisfactory understanding of the safeguarding procedures that are in place to follow should concerns arise about a child's safety and wellbeing.

Parents and carers are welcomed into the setting and have relaxed and friendly relationships with the staff. They are kept well informed about their children's ongoing achievements and progress. Liaison between the staff and the school staff is developing to ensure continuity of learning and care for the children. The judgement for this setting is inadequate because of the breaches to regulation and the improvements that are required.

## **The quality and standards of the early years provision**

The staff are welcoming and friendly and they effectively support children in their development. Children enjoy themselves and happily make new friends and learn

to socialise, share toys and be kind to each other. They show confidence in choosing from the resources on offer. The staff have some knowledge of what different children like to play with and they use this knowledge to inform the individual planning for each child. There is a system established for observing and assessing the children's achievements in order to plan for their individual learning needs and next steps towards the early learning goals.

Children enjoy being active as they select from a range of outdoor play equipment and choose to play football, badminton and racing. They learn about the effects of exercise upon their bodies as they enjoy a drink of water afterwards in order to cool down. Children enjoy a planned baking activity called 'Cheesy Feet'. They roll the pastry out in the shape of hands and feet, they count how many toes to include and they add the cheese. They bake them and enjoy presenting them to their parents. The staff encourage children to enjoy a range of activities and avoid children repeating the same activity each time they attend. One child enjoys playing football, but the staff encourage him to try different activities by planning baking and craft activities that would interest him, for example, by using a football theme. Children also enjoy playing board games and develop an understanding of boundaries and rules as they wait their turn and share.

Children are learning about the world around them through access to some multicultural resources and activities. Some of the children attending can speak Spanish and they enjoy teaching the other children Spanish words. However, multicultural resources and activities are currently limited. Children's opportunities to develop skills for their future economic well-being are limited because they have limited access to play equipment to develop their information and communication technology skills. There are opportunities for children to express themselves in creative ways through different media, such as craft activities, however, there are limited opportunities for them to express themselves through music, dance and role play.

Children are beginning to learn about staying safe as they draw up their own rules, such as not running inside and not throwing toys. However, they do not learn about fire safety as there are no regular emergency evacuation drills undertaken. They are learning about the importance of hygiene, as they are encouraged by staff to wash their hands before eating their snacks, however, there are currently insufficient hand drying facilities to effectively prevent the risk of cross-infection.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	4
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	4

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	4
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?	3
How well are children safeguarded?	4

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	4
How well are children helped to stay safe?	4
How well are children helped to be healthy?	4
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