

Colwich Youth & Community Centre

Inspection report for early years provision

Unique reference number	EY242675
Inspection date	08/04/2009
Inspector	Patricia Webb
Setting address	Main Road, Colwich, STAFFORD, ST17 0XD
Telephone number	07791 097913
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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

Colwich Youth Centre Out of School Club opened in 2002. The group operates from the Youth Centre in the village of Colwich. The group has the use of two main halls, kitchen, toilets and a fully enclosed outdoor play area and the adjacent school playground. The whole of the building meets the requirements for disability access. The group is open Monday to Friday during term time with sessions from 07.30 until 08.50 and 15.30 until 18.00. The group also operates a holiday play scheme during the main school holidays from 08.00 to 18.00.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 60 children from three years to under eight years may attend at any one time. Older children up to the age of 14 years may also attend. There are currently 45 children on roll of whom five are in the early years age group.

There are eight members of staff employed by the committee to work within the various elements of the setting and of these, fifty percent hold relevant childcare qualifications.

Overall effectiveness of the early years provision

The quality of the provision is good. Children's welfare and safety are high priorities in the setting allowing children to enjoy their activities and interests in an environment where all are welcomed and included. They engage in a varied range of activities planned by enthusiastic staff who know the children well and respond to their individual likes and interests. The arrangements for undertaking observations and assessments and liaising with other providers is not yet fully established. However, the organisation has started to use the self-evaluation system to identify the setting's main strengths and areas for improvement.

What steps need to be taken to improve provision further?

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

- develop a systematic approach to observing children and using assessment to plan the next steps in their developmental progress
- improve quality and consistency by developing systems to promote a more regular two-way flow of information with other settings attended by children in the early years age range
- establish systems to monitor and evaluate the quality of the provision to identify and address any gaps.

The leadership and management of the early years provision

The setting is well-organised as the committee and the staff have a shared understanding of their roles and responsibilities in the operation of the setting. Staff are enthusiastic and enjoy the role they play in delivering well-planned and inviting activities and experiences for the children whom they know well. Good attention is given to health and safety issues ensuring that children's welfare is a priority. The committee has developed highly effective procedures for ensuring that all adults working with the children are suitably qualified, experienced and cleared to do so. Clear policies and procedures for safeguarding children are in place and staff show a clear knowledge and understanding of implementing these in order to act in a child's best interest where necessary.

The provision is inclusive, successfully meeting the needs of all children attending, including the positive interaction and involvement between the youngest children and their older friends. Staff have developed a good rapport with parents and carers to support all children. Whilst the relationship is developing positively with the adjacent school, particularly for children attending the term-time provision, this is not yet effective during school holidays when children attend from a wide catchments area. This has the potential to hinder consistency in the delivery of the Early Years Foundation Stage particularly for any children who may attend with additional needs or for managing behaviour in a consistent and cohesive manner. Managers and staff have identified this as an area for further improvement along with further references to engaging children in the planning more effectively.

The quality and standards of the early years provision

Children are provided with interesting opportunities to develop their skills in all areas of learning particularly in their personal and social development given the ethos of the setting. There is a good balance of freely chosen activity and quieter activities throughout the day as they are able to choose to be active or take time out from relaxing, quieter activities such as reading, role play and creating their own dramas using puppets and the wooden theatre. A craft activity of making Easter bunny masks results in some extensive vocabulary being used and imagination being developed as one child creates a 'toxic, devil bunny who can 'erk everyone!' Such activities promote creativity and foster children's self-esteem as they share their ideas and skills with their peers, staff and on occasions, parents and carers. Independence is promoted as children engage in cookery activities, developing team games and recognising the value in competitive games as they support each other guided by staff who are sensitive to ensure that all are included and assisted in achieving.

Children's behaviour is very good given that particularly during the holiday sessions, children come from a variety of schools and provisions. They participate in developing the boundaries within the setting with a strong emphasis on enjoyment and relaxation whilst still developing a strong sense of right and wrong. Children play well together despite the wide age range and are self-motivated. The sessions are well planned with worthwhile activities linking several areas of

learning together. For example, a recent trip to a nearby nature reserve enabled children to develop team building and forestry skills as they busily created dens and discussed the various techniques necessary to camouflage the dens and use different materials. Children have undertaken a project on the Ancient Egyptians, discussing the development of the pyramids and the way of life at the time. Great fun was had looking at different writings and symbols as children learn about the many ways of communicating and writing. Whilst planning is clearly linked to the Early Years Foundation Stage principles and areas of learning, the system for individual observation and assessment is not fully developed and this hinders how staff can plan for the next steps in children's progress. However, staff have a small number of children in the early years age range and know what stage of development each child is at in general.

Much delight is had during karaoke sessions as confidence is fostered in the various renditions of favourite songs. Children talk about past talent contest they have had and have started planning for the main summer holiday sessions when they hope to have an 'X Factor' style production in process. Staff use a range of questioning techniques to develop children's critical thinking skills particularly where younger children are functioning at development levels above their chronological age. For example, when a child leaves aside the electronic game, asking how long before he can play on it again, the practitioner asks him to calculate how long five minutes multiplied by six is. The child replies immediately with 'half an hour'. Good attention is given to personal hygiene and children are encouraged to adopt a healthy lifestyle. For instance they wash hands appropriately and enjoy their hot buttered toast and fresh fruit at the convivial social occasions round the tables. Their dietary needs are recorded and adhered to where necessary with staff diligently supervising the lunch time to ensure that children do not swap or cross contaminate foods brought in their lunch boxes. Children express their delight and enjoyment in attending the club, chatting with the friends they often only see during school holidays or meeting up with friends and siblings from other classes during the term time sessions.

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