

Castle Care Club at Ednall Lane

Inspection report for early years provision

Unique reference number	EY290037
Inspection date	06/07/2009
Inspector	Sally Wride
Setting address	Baptist Church Hall, Ednall Lane, Bromsgrove, Worcestershire, B60 2JD
Telephone number	01527 831150
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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

Castle Care at Ednall Lane originally opened in 2003 and changed ownership in 2004. The setting is privately owned and managed and is part of a chain of settings run by the same providers. It operates from four rooms in the Baptist Church Hall in the town of Bromsgrove. The setting serves the local area and has strong links with local schools. There is no outdoor play area. However, children engage in physical activity each day indoors and are taken on occasional walks.

A maximum of 48 children may attend the setting at any one time. There are currently seven children attending who are within the Early Years Foundation Stage (EYFS). The setting also offers care to children aged over five years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting supports children with learning difficulties and disabilities, and has procedures in place to support children who speak English as an additional language. The premises are fully accessible and ground floor toilet facilities are available.

The group opens five days a week during school term times. Sessions are from 15:00 until 18:00. Children are able to attend for a variety of sessions. The setting employs seven members of child care staff. Of these, five hold appropriate early years qualifications. There is one member of staff currently working towards a recognised early years qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's learning and development is well supported through an interesting and varied range of well planned and freely chosen activities and games. Systems of observation and assessment are effective in ensuring that all children within the EYFS are supported to make progress in all six areas of learning. The setting positively promotes inclusive practice through working with children's parents and carers and other providers delivering the EYFS. Systems of self-evaluation have recently been introduced and highlight the main strengths and weaknesses of the setting. Priorities for future development are currently being worked into an action plan to enable the setting to make continuous improvements.

What steps need to be taken to improve provision further?

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

- develop further the systems for evaluating the early years provision in order to maintain continuous improvement.

The leadership and management of the early years provision

Since the last inspection, all actions and recommendations have been prioritised and successfully met. Leaders, managers and staff have worked as part of a strong and supportive team to ensure that outcomes for children have improved. This has been achieved through partnership working with each other, parents and carers and the children who attend. Exceptional progress in helping children to make a positive contribution demonstrates the strong commitment of all involved. Systems of self-evaluation have been implemented and are developing well to ensure that the strengths of the group are well known and areas requiring further development are recognised. Plans for the future, although in their infancy, are developing well to ensure outcomes for children continuously improve.

Children's welfare is safeguarded through effective child protection policies and procedures. Staff have a clear understanding of the known indicators of child abuse and the action that should be taken in the event of a concern about a child in their care. Recruitment, vetting and induction procedures are robust and recently introduced risk assessments are thorough. Staff are alert to potential hazards to children and take positive action to ensure that these are minimised. Ongoing visual safety checks are carried out, with appropriate records maintained. As a result, children are cared for in a safe and secure environment and are well supervised by staff.

Children's welfare is promoted and safeguarded because all required policies and procedures are current and effective in practice. These are openly shared with parents and carers which ensures they are fully informed of how the care of their children is organised. All required documentation required for the safe and efficient management of the setting are in place and well maintained. Effective relationships have been developed with other providers delivering the EYFS. Systems for the sharing of information each day between staff at the setting, class teachers and children's parents and carers ensures effective communication for the benefit of the child. Staff are aware of the advice, support and guidance that can be accessed to support them in the care of children with learning difficulties and disabilities and those who speak English as an additional language. Parents and carers are able to view and contribute to their children's assessment and observation records at any time and have access to planning documents and photographic evidence of their children learning through fun play and games.

The quality and standards of the early years provision

Children enjoy their time at the setting and are happy and settled in the company of their peers and the familiar staff team who know them well and value them as individuals. Well considered planning ensures that all six areas of learning are consistently covered through fun activities and games. Ongoing observations made on children within the EYFS are routinely assessed. This assessment information is then fed back into plans to ensure that children take part in activities suited to their unique learning and development needs. In addition to adult-led activities, children benefit from much freedom to choose their own activities from the easily

accessible resources. They benefit from staff involvement and interaction in their play and confidently share their thoughts and feelings as they take time out from play to relax and talk to each other after a busy day at school. They thoroughly enjoy looking through a folder of photographs of themselves and their peers taking part in fun activities. This is also available for parents and carers to view which ensures they are informed of the fun and wide ranging activities their children take part in.

Children have a strong sense of belonging and of their own identity within the group and have excellent relationships with the staff and their peers. Prioritisation to improving children's awareness of their own and other cultures has ensured that children actively participate in a vast range of very well planned, meaningful and fun activities that promote their understanding of others within the group and the wider outside community. They engage in exciting theme days where they learn about their own and others' festivals and cultural events and traditions. For example, children have recently explored Japanese boy and girl days, Chinese New Year and Rio de Janeiro carnivals. Children's behaviour is exemplary. They benefit from the support and kindness of the older children who attend and actively take part in play with all children. Staff support children well to ensure that every child is able to participate at their own level, ensuring their needs are well met. Staff have high expectations with regard to desired behaviour and set consistent boundaries for all children. They support children to negotiate with others and take responsibility for their own behaviour.

Children's good health is promoted as they follow good hygiene practices at appropriate times and eat healthy and nutritious snacks that offer variety and choice. They take part in cooking activities, weighing and measuring their ingredients and explore a range of fruits as they create chocolate fondue fruits. Fresh drinks are readily available which ensures children remain well hydrated. Children go out on occasional walks to access the fresh air and take part in races and activities such as dancing indoors. They enjoy listening and singing along to music and practising their dance moves. Children behave in ways that are safe for themselves and others. For example, they understand that they should walk indoors and sit sensibly as they eat their meals and snacks. They take part in regular fire evacuation drills which develop their understanding of the actions to be taken in an emergency situation. The community police officer is a regular visit to the group and talks with the children so that they can familiarise themselves with her and children are encouraged to ask questions. This supports them as they develop an understanding of people who help them and the wider community. Children's skills for the future are well supported through regular access to computer equipment and age-appropriate computer programmes. They access art and craft activities and use their imaginations well as they engage in role play. They use their problem solving skills as they work as part of a team to pull their friends from one side of the room to the other on a tray. This encourages their physical skills and control and is a great deal of fun.

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?	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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