

C.A.L.M.S. (Care at Leyland Methodist School)

Inspection report for early years provision

Unique reference number	502192
Inspection date	26/03/2009
Inspector	Andrew Clark
Setting address	Leyland Methodist Infant School, Canberra Road, Leyland, Preston, PR25 3ET
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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

C.A.L.M.S. (Care at Leyland Methodist School) out of school club is run by a voluntary committee. It opened in 2001 and operates from the school hall, secure outdoor area and associated facilities of Leyland Methodist Primary School in Preston, Lancashire. There are no issues which may hinder access to the premises. A maximum of 77 children aged under eight years may attend the setting at any one time. The club currently takes children from four years of age and also offers care to children aged eight years to 11 years. The setting supports children with learning difficulties and/or disabilities. The club is open each weekday from 08.00 to 09.00 and 15.15 to 18.00 in term time only.

There are currently 194 children on roll, of these 109 are under eight years and of these 26 are within the Early Years Foundation Stage (EYFS). This provision is registered by Ofsted on the Early Years, compulsory and voluntary Childcare Registers.

There are six members of staff including the manager. The manager holds an appropriate Level 3 qualification and the remaining staff hold a Level 2 and are currently working toward a Level 3 qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting effectively promotes all aspects of children's welfare and development. Children of all abilities are well cared for in a welcoming and inclusive environment. Team work is good and staff are committed to improving their professional skills. There are generally good methods for self-evaluation in place, although these are not yet fully developed. The manager shows a good commitment to improving the experiences of the children who attend the setting.

What steps need to be taken to improve provision further?

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

- continue to extend systems for monitoring and evaluating the quality of the provision as part of the framework for ensuring continuous improvement
- improve the use of observations of children's learning to plan more closely for their next steps in learning.

The leadership and management of the early years provision

Good recruitment procedures are in place that ensure children are cared for by appropriately qualified and vetted staff, which helps safeguard their welfare. Children benefit from an experienced staff group who work well together as a team and share tasks and responsibilities throughout the session. All required

policies and procedures necessary for the safe and efficient running of the setting are in place and are regularly updated and reviewed. All staff take good advantage of opportunities for training and improving their qualifications. Regular staff appraisal systems are in place and are increasingly based on first hand observations of their work.

The partnership with parents and others is good. Parents are well informed about their child's progress and achievements and contribute to the assessments made. They particularly appreciate the support they are receiving in helping children manage emotional and learning difficulties. There is a close partnership with the school and other providers to ensure all children's needs are planned for. Good systems for self-evaluation are in place, although these are not yet sufficiently developed to ensure evaluations are firmly based on all available first hand evidence. In particular, the views of all staff and parents are not yet fully represented.

The quality and standards of the early years provision

Children enjoy their time in the setting because there is a good variety of exciting and practical activities. They quickly become confident in the setting as staff respond sensitively to individual needs. New children are guided and supported by more experienced children whilst closely monitored by staff. There are well planned induction processes and introductory sessions so that children and their parents are clear of the settings routines and the expectations for good behaviour. Children contribute to making the rules and aims of the club and this leads to good behaviour and social development. Sessions are orderly because staff are fully involved in all children's learning. They have high expectations for them to tidy and organise their work and as a result, the children do this well.

Staff are making increasing use of observations to assess and record children's progress. They gather information from parents and other providers. The setting is beginning to use the information to help plan for future learning but this is not yet fully established. However, the setting provides a good balance between activities the children select for themselves and guiding them in specific tasks. Children have good opportunities to write, draw and use numbers for different purposes. They 'make appointments' in the role-play opticians, for example, noting the time and prices. They create and design Easter cards for their parents. There is a good range of jigsaws, construction toys and counting activities, to develop numeracy and problem-solving skills. Staff question children well to help them extend and secure their understanding. Resources and themes contribute well to children's awareness of the diversity of life in contemporary Britain. The role-play tunnels and exploring areas are popular and stimulate children's imagination. They are proud of the work they do and are eager to show their parents at the end of the session. The majority of activities are easily accessible to the children and good use is made of the large hall space. Children's healthy lifestyles and progress in several areas of learning is promoted through the regular use of spacious outdoor areas. For example, good opportunities for climbing and balancing promote physical development and the use of the stage area improves their communication skills.

The setting promotes children's welfare well. Staff have high expectations for standards of hygiene which children respond to well. Children are presented with a wide range of healthy snacks and eagerly help to prepare them. They have full access to water throughout the sessions. There is space for children to play quietly, lie down and sleep or relax if they need to.

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