

Stoneraise Out of School Group

Inspection report for early years provision

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| Unique reference number | 317456 |
| Inspection date | 30/04/2009 |
| Inspector | Karen Ling |
| Setting address | Stoneraise School, Stoneraise, Durdar, Carlisle, Cumbria, CA5 7AT |
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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).

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

Stoneraise Out of School Group (SOSG) is managed by a voluntary committee and operates in partnership with the school. It has been registered since 1997 and operates within Stoneraise Primary School, in a rural area near Carlisle. The setting offers a breakfast club from 08.00 to 09.00, an afternoon wrap around childcare session from 12.00 to 15.30 and an after school club from 15.30 to 18.00 each week day during term time. A holiday club runs for two weeks during the summer holiday. Children attending the morning nursery sessions provided by the host school and other three and four year olds may attend the registered afternoon wrap around session.

A maximum of 16 children in the early years age group may attend the childcare session at any one time. A maximum of 24 children aged under eight years may attend the before and after school clubs at any one time. Children aged eight to eleven years may also attend. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

There are currently 69 children on roll, of these 17 are within the Early Years Foundation Stage (EYFS). Children attend from the immediate urban and extended rural communities.

Two members of staff work with the children of the registered provision at any one time. The manager of the breakfast club is supported by the school headteacher; the manager of the wrap around childcare session is supported by a reception class teacher. The after school club has the same manager and works with a qualified level three assistant. Appropriately qualified staff also run the holiday club.

Overall effectiveness of the early years provision

Overall the quality of provision is satisfactory. The registered provision, known as SOSG, benefits greatly from the partnership and active involvement of the school's headteacher and staff. Shared resources and learning environment, along with the support of qualified teaching staff ensure good levels of inclusion for all. Children make good progress in their learning and development. The committee are proactive in securing improvements to the environment and experiences for children and have plans in place for further developments. However, evaluation of the provision and the implementation of the Early Years Foundation Stage requirements has not been sufficiently rigorous. Although staff know and follow their own and the school's policies and procedures, some procedures are not in place specific to the registered provision as required.

What steps need to be taken to improve provision further?

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

- develop assessment arrangements so that staff have a clear picture of individual progress and developmental needs and use this information to inform next steps
- ensure that all staff understand the safeguarding policy and procedure and know what to do if there is a concern about a child.

To fully meet the specific requirements of the EYFS, the registered person must:

- maintain a record of particular aspects of the environment that need to be checked on a regular basis and when and by whom they have been checked (Suitable premises, environment and equipment) 15/05/2009
- ensure each child is assigned a key person, whose names are consistently entered onto the daily record of attendance (Organisation) 05/05/2009

The leadership and management of the early years provision

Managers of the registered provision are well supported in the day to day running of the setting by the headteacher and reception class teacher who are both committee members. This close involvement with the school ensures smooth transition for children across the day as they move between school and childcare. Areas used by the school and the registered provision are shared and organised effectively to provide an extensive range of indoor and outdoor activities. The majority of policies and procedures are in place and underpin effective practice overall. However, managers of the registered provision tend to have an over reliance on the knowledge of school staff and school procedures. Consequently, elements of required knowledge and procedures have not been implemented by managers and this is a breach of requirements.

Suitability checks are completed for all adults working with children. This includes parent helpers who work with the reception class children while the registered childcare session is in operation. Staff are vigilant about children's safety. An annual detailed risk assessment of key areas of the school is completed by the headteacher. However, although daily visual checks are completed by staff of the environment, a record of particular aspects that need to be checked on a regular basis is not maintained. A child protection policy is in place although the most recent version was not available at the inspection. Although staff know who to contact within the school if there is a concern about a child, not all have a sound knowledge and understanding of the procedure to be followed. Managers clearly get to know each child well and form effective relationships with them. They have as yet to assign a key person to each child which is a requirement of the early Years Foundation Stage. Registers are generally well maintained.

There is a good relationship with parents who clearly feel welcome at the setting and enjoy an open and friendly rapport with staff. They are kept well informed about what is happening and information is exchanged on a regular basis. Because

of the partnership working with the school, there is a good two-way flow of information and knowledge between all partners involved in children's learning, development and welfare.

The quality and standards of the early years provision

Children are very happy at SOSG. They learn in a friendly and caring environment and make good progress towards the early learning goals. The classroom and the hall are planned thoughtfully to encourage children to choose from an interesting range of activities. Staff are skilled at asking questions that encourage children to think and talk. Their interest is sustained and their skills and understanding are developed appropriately. Children show developing confidence as they select resources and move independently around their environment. For children attending the wrap around session this is a natural follow on from the morning nursery session provided by the school. Their personal, social and emotional skills are supported exceptionally well as they engage with children in the reception class, familiar adults and teaching staff. They learn to share, take turns and develop an awareness and respect for each other's differences.

Children's health is promoted well. Routines are followed which help to prevent the spread of infection and encourage a healthy lifestyle. Fruit and snacks such as scones are offered and water is always available. The outdoor areas offer challenge and a wonderful range of play opportunities. Children learn how to grow plants, including strawberries and get to eat them when ripe. Children are able to follow their own play ideas. For example, one child was very pleased and giggled when she successfully buried objects in the sand with staff. Children behave very well and they follow the good role models set by all staff. Consistent reminders and explanations help children to develop an understanding of potential dangers and how to stay safe.

Plans reflect interesting and purposeful adult-led activities which address all six areas of learning effectively. Staff are sensitive to children's interests and individual choice and preference is encouraged. The skilled interaction by staff helps children to work things out, develop observational skills, count and calculate in meaningful ways. Observations are made and recorded against aspects and stages of development. As yet however, information gleaned from observations is not always used sufficiently to assess and monitor children's progress and inform next steps in learning.

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

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| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 3 |
| How well does the provision promote inclusive practice? | 2 |
| The capacity of the provision to maintain continuous improvement. | 2 |

Leadership and management

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| How effectively is provision in the Early Years Foundation Stage led and managed? | 3 |
| 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? | 3 |

Quality and standards

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| 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? | 3 |
| 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

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| 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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