

Safe Hands

Inspection report for early years provision

Unique reference number EY360105
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Inspector Tara Street

Setting address St. Cuthberts C of E School, St. Albans Road, Darwen,
Lancashire, BB3 0HY
Telephone number 01254 701 336
Email samanthatully@yahoo.co.uk
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

Safe Hands is privately owned and managed. It opened in 2007 and operates from rooms within St. Cuthbert's Church of England School in Darwen, Lancashire. There are no issues which may hinder access to the premises. A maximum of 32 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 14 years. The group is open five days a week from 07.30 to 09.00 and 15.15 to 18.15 during term time, and offers holiday care from 07.30 to 18.00 on a planned basis.

There are currently 71 children on roll. Of these 37 are under eight years and of these nine are within the Early Years Foundation Stage (EYFS). The setting supports children with learning difficulties and/or disabilities. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five members of staff, including the manager, who work directly with the children. All of the staff hold appropriate early years or play work qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The club routinely meets the needs of all children through recognising their uniqueness to provide an inclusive, welcoming and caring service. Children make good progress in their learning and development. They enjoy their time in the club and are eager to be involved in the choice of interesting play activities on offer. Those in charge work in close partnership with parents and other early years professionals to ensure that children's learning and welfare needs are met. The club uses self-evaluation and review procedures well to ensure their service is continually improving.

What steps need to be taken to improve provision further?

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

- ensure the record of regular risk assessment checks includes all the necessary information and that a record is maintained of the regular evacuation drills, any problems encountered and how they were resolved
- ensure that accident records are maintained confidentially
- ensure opportunities for children to develop their self-reliance and independence skills are consistently provided
- develop further the assessment system to make it clearer how children are progressing towards the early learning goals and ensure their next steps in learning are clearly identified.

The leadership and management of the early years provision

The club's self-evaluation gives the manager a good understanding of the strengths and areas for development of the early years provision. For example, recent changes include the purchase of more play resources chosen by the children; and the implementation of a children's survey to ensure children's comments and ideas are gathered. Improvements made to date have had a positive impact on the overall quality of the early years provision and the outcomes for children. The recommendations made at the last inspection have been fully implemented and demonstrate the club's commitment to improving its service to all children.

Most records required for safe and efficient management of the provision are well maintained. Regular risk assessments ensure hazards are reduced and staff follow a clear site security policy to ensure children can play safely and enjoy their time at the setting. However, the record of regular safety checks does not include all of the relevant information and no record is maintained of the regular evacuation drills, any problems encountered and how they were resolved. Accident records are not maintained confidentially because there are multiple entries per page. Staff protect children from harm as they clearly understand their role in child protection and are able to put appropriate procedures into practice when necessary. Adults work closely in partnership with parents and others to safeguard children and to promote their care and education. Families are provided with good quality information about the club. Daily discussions ensure parents are kept informed about children's progress and achievements. They also have the opportunity to comment on the club and suggest improvements by completing regular questionnaires. Links with other professionals providing for children in the EYFS are appropriately formed to ensure continuity of care and learning.

The quality and standards of the early years provision

The learning environment effectively supports children's progress towards the early learning goals. Children have a daily choice of several adult-supported activities which provide focused learning opportunities alongside many others that are free choice. However, some opportunities for children to develop their self-reliance and independence skills during snack routines are not consistently provided. Staff are very well deployed to support children's care, learning and play. Daily routines have been carefully considered to make best use of space. Children experience a very good range of regular activities both inside and outside which develops their coordination and balance skills. They eagerly participate in group games with the parachute, negotiate obstacle courses and confidently use balls to practise their throwing and catching skills. Craft and adaptable activities are provided daily. For example, children explore their senses when making collages from a wide variety of materials and enjoy working in groups to make a large poster for the upcoming school fair. This develops their pencil control and hand to eye coordination skills. Games and activities are used well to promote early mathematical skills. For example, children are encouraged to sort and match different shaped and sized pieces of construction materials and confidently use number during board games.

Their knowledge and understanding of the world around them is effectively promoted through daily resources and their involvement in a wide range of activities, which look at different celebrations and cultures from around the world. Children's information and communication technology skills are suitably promoted as they experience a good range of opportunities to access the school computer suite and a range of battery operated and programmable toys. Staff have a good knowledge of the EYFS. They are actively engaged in children's play and are skilled in supporting and extending children's learning through using effective questioning techniques. This encourages children to think critically and make connections in their learning. Staff observe children as they play, using their observations to ensure that each child's needs are being met. However, assessment records do not clearly show how children are progressing towards the early learning goals or identify their next steps in learning.

Staff work closely with children to help them understand the importance of healthy practices and explain the need for routines. For example, children understand why they must wash their hands before snack and after messy activities. A varied and nutritious snack menu, such as blueberries, melon, strawberries, grapes and natural yogurt, encourages children to make healthy choices about what they eat. Staff are good role models with a consistent, positive approach. As a result, children appropriately manage their own behaviour. For example, helping to collect balls after a game and patiently taking turns with the remote controlled car. Children are encouraged to learn about keeping themselves safe because the staff explain to them about hazards, such as running indoors, and the consequences of this.

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