

# Teapots Out Of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY303202
<b>Inspection date</b>	19/05/2009
<b>Inspector</b>	Gordon Alston
<b>Setting address</b>	St. Charles RC Primary School, Moorside Road, Swinton, Manchester, Lancashire, M27 9PD
<b>Telephone number</b>	0161 794 4536
<b>Email</b>	
<b>Type of setting</b>	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**

Teapots breakfast and after school club operates from St Charles R C Primary School in the area of Swinton, Manchester. It has been registered since September 2005. The setting is registered on the Early Years Register as well as the childcare and voluntary registers. The club is open to children who attend St Charles R C Primary School. It has the use of two Early Years Foundation Stage (EYFS) classrooms, a hall and the school playground. The club is open during term time only from 08.00 to 08.50 and 15.30 to 18.00. Currently there are 66 children on roll. A maximum of 40 children may attend the club at any one time of whom five are within the Early Years Foundation Stage. The club supports children with learning difficulties and/or disabilities, as well as those with English as an additional language. There are six staff including the manager, all of whom hold appropriate early years qualifications.

## **Overall effectiveness of the early years provision**

Overall the quality of provision is good. Of particular note is the partnership the setting enjoys with the school, which helps to provide continuity for the children. Staff have successfully made the changes requested at the time of the previous inspection and demonstrate a good capacity to improve. The leadership team continues to self-evaluate the impact of provision and as a result, the needs of all children are well met. A good system of observation and assessment are in place that allows staff to systematically record the progress made by all children.

## **What steps need to be taken to improve provision further?**

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

- ensure staff receive training so that they may help children to develop their communication and language skills further
- provide a wider range of large play equipment for children to use in the outside play area.

## **The leadership and management of the early years provision**

Despite the fact that there have been significant staff changes, the club has maintained the good quality of its leadership and management. Leaders and managers have responded well to the areas for development highlighted at the previous inspection and they demonstrate a good capacity to improve further. The club maintains a good range of policies and procedures which are understood by all staff. Suitable checks on staff are carried out and up-to-date records maintained. Staff know the safeguarding procedures and take their responsibilities seriously.

Parents are positive about the provision. They receive good quality information

from staff who keep them up-to-date with their child's progress and development. Typical comments include, 'My child would prefer to come to Teapots rather than go home after school.'

The leader, who also works as a manager in the school, has recently gained a Leading Early Years Professional Status qualification. She puts this expertise to good use and both staff and children respond to her well. Resources are well organised and the club runs smoothly on a day-to-day basis. Although there is a good quality and range of resources available inside the setting, large outdoor play equipment, such as bikes and scooters are limited.

Through careful monitoring, staff are aware of the strengths of the setting. They continually evaluate the quality and range of activities on offer so as to meet the needs of all children in the caring and inclusive environment. Whilst the manager has a good knowledge of the Early Years Foundation Stage Framework, some staff lack the skills to be able to support and challenge children's development in communication, language and literacy.

## **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 on offer. A typical comment echoed by a number of children is 'I love coming to Teapots.' They quickly become confident in the setting as staff respond sensitively to their individual needs. Children contribute to the making of club rules and aims which results in good behaviour and good 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 good use of observations to assess and record children's progress. They gather information from parents and other providers and use the information to help plan for future learning. The setting provides a good balance between activities the children select for themselves and more adult led activities. Children have good opportunities to write, draw and use numbers for different purposes. There is a good range of jigsaws, construction toys and counting activities, which help to develop numerical and problem solving skills.

Resources and themes contribute well to children's awareness of the diversity of life in contemporary Britain. The role play areas and exploring areas are popular and stimulate children's imagination. The majority of activities are easily accessible to the children. Children's understanding of healthy lifestyles 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 helps to improve children's 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 whilst helping

themselves to drinks when they feel thirsty. The setting provides space for quiet relaxation where children go to when they feel sleepy.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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