

BLAST

Inspection report for early years provision

Unique reference number EY314648
Inspection date 20/05/2009
Inspector Brenda Clarke

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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

BLAST Out of School Club was registered in 2005 and is part of the Royton After School Care Association. It operates from Blackshaw Lane Primary School in Royton. The areas of the school used for provision are the hall, library, family learning room, kitchen facilities, outdoor areas and school toilets. A maximum of 35 children may attend the club at any one time. There are currently 42 children on roll, eight of whom are in the Early Years Foundation Stage.

The setting supports children with learning difficulties and/or disabilities. It is registered on the Early Years Register, and the voluntary and compulsory parts of the Childcare Register. The club operates from 07.30 to 09.00 and from 15.00 to 18.00, Monday to Friday, term time only. Priority for places is given to pupils who attend the school. There are three staff, all of whom are appropriately qualified. A new manager was appointed in April 2009.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Staff are suitably trained and experienced in early years practice and provide an inclusive and friendly welcome to young children and their parents. Relationships are good, enabling children to develop confidence and positive attitudes. Whilst all other safeguarding requirements are in place, management has not submitted the relevant information to Ofsted to check the suitability of the newly appointed manager. Systems for planning activities and using assessments to inform children's next steps in learning are not well established. Children enjoy their time in the club but have little input into the decision-making process, for example, choice of snacks or the activities they would like in future sessions. Satisfactory progress has been made since the last inspection and capacity to improve further is adequate.

What steps need to be taken to improve provision further?

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

- use the information gathered from observations of children to plan next steps activities that help them to make progress in their learning
- ensure that planning results in a good mix of adult-led and child-initiated activities
- develop systems to seek children's views on how to improve provision further.

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

- submit the relevant paperwork to Ofsted so that the suitability of the new manager can be checked (Suitable people) (also applies to both parts of the Childcare Register).

17/06/2009

The leadership and management of the early years provision

The leadership and management of the setting are satisfactory. Most safeguarding, staff vetting and child-care procedures are in place and ensure that children are safe and their differing welfare requirements met. However, management has not informed Ofsted of the change of manager in April 2009, resulting in the necessary suitability checks for this post not being made. There has been satisfactory improvement since the last inspection. Regular fire drills and criminal record checks are now in place and the setting has developed a suitable healthy eating regime, gaining the Oldham Healthy Schools Award. The manager has begun the process of formally evaluating the provision and has started to complete the self-evaluation form. This is beginning to give management a clearer understanding of the club's strengths and weaknesses and provides the setting with a satisfactory capacity to improve further.

The setting is inclusive and welcomes those with learning difficulties and/or disabilities. Good liaison with parents and the school's special educational needs co-ordinator ensures that their differing needs are met well overall. All children benefit from this inclusion as they help and support each other and show tolerance when required. The Early Years Foundation Stage framework is in place ensuring that children have assigned key workers with formal responsibility for their welfare. Key workers undertake regular assessments of what children can do but do not use these to plan for and develop children's next steps in learning. Hence, opportunities are missed to devise activities that carefully match younger children's differing needs. Planning for the sessions is brief and does not ensure a good mix of adult-led activities and those that are available for children to choose independently. As a result, on the day of the inspection, there was no focused activity to grab children's attention and interest and this resulted in a small number of children behaving inappropriately.

The quality and standards of the early years provision

Children make satisfactory progress overall. Progress in children's personal and social development is good because adults are effective role models who invest time in talking with and supporting them. Problems are shared and any conflict is quickly resolved. Relationships are good and children show respect for adults, overall behaving well. During the session observed in the family room, adults supported children in their games but did not lead an activity. This reduced opportunities for children to develop their learning by acquiring new skills. This also resulted in a small number of younger children lacking direction and behaving inappropriately, for example, chasing each other whilst indoors.

Children say that they enjoy their time in this setting. They enter enthusiastically and make independent choices from a range of games and resources. Children develop healthy lifestyles as they choose healthy snacks and drinks. They particularly enjoy working with a football coach or when playing ring games. At

these times, children are enthusiastic, listen carefully to instructions and show good awareness of others' safety. Children enjoy the comfortable seating area and the good range of reading materials to suit their differing interests. Children develop a good understanding of their culture, for example, learning about St. George or planning Easter celebrations. They learn about cultural diversity as they celebrate Chinese New Year and Diwali. Children develop skills of listening carefully to others; they share equipment and show good negotiation skills when playing board games. However, children have limited opportunities to be involved in the decision-making processes of the club, for example, expressing their views on what works well and aspects of the club they would like to improve.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

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?	3
How well are children safeguarded?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR12). 17/06/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR12). 17/06/2009