

Crossacres After School and Holiday Club

Inspection report for early years provision

Unique reference number	EY271579
Inspection date	11/06/2009
Inspector	Felicity Cooper
Setting address	Crossacres Primary School, Crossacres Road, Manchester, Lancashire, M22 5AD
Telephone number	0161 437 1272 or 07813 797628
Email	
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

Crossacres After School and Holiday Club is based at Crossacres Primary School. It was registered in 2003 and operates from within the school building. It has access to a secure, enclosed, outdoor play area, the school hall and associated facilities. It is situated on a large housing estate in Wythenshawe, Manchester. A maximum of 40 children aged three to eight years may attend the club at any one time. There are currently 27 children on roll and, of these, 11 are within the Early Years Foundation Stage. The setting also offers care to children aged over eight to 11 years and there are currently six children on roll in this age group.

The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The club is open each weekday from 08.00 to 18.00 in the school holidays and 15.15 to 18.00 in the school term time. The club provides a service to children resident in the area and is able to support children who have learning difficulties and/or disabilities and those who speak English as an additional language. The club employs five members of staff, of whom, three hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are settled and secure within the group where adults create a warm and inclusive atmosphere. The manager has identified key strengths and areas for improvement but the self-evaluation process is not yet fully developed. Children's progress towards the early learning goals is currently not tracked clearly enough to support staff in planning the next steps in children's learning. Children's welfare is promoted effectively as staff consistently implement the required policies and procedures. However, at present, there is no named deputy who is able to take charge in the absence of the manager.

What steps need to be taken to improve provision further?

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

- develop observations and assessments further in order to identify the next steps in children's learning
- develop systems for self-evaluation to enhance opportunities for continuous improvement in promoting outcomes for children.

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

- appoint a named deputy who is able to take charge in the absence of the manager (Staffing arrangements)

01/07/2009

The leadership and management of the early years provision

Effective safeguarding policies ensure that children are well protected. Checks are carried out on all members of staff to ensure that adults working with children are suitable. Senior staff have received appropriate training in safeguarding procedures and all staff know what to do if they are concerned about a child's welfare. Daily checks of the premises and monthly risk assessments ensure that the areas used by the children are safe and secure. Good arrangements are in place for collecting younger children from classrooms and older children make their own way to the club where staff immediately complete the register and check on any absences. The club operates a password system, which ensures that children depart safely. Security is good as access can only be gained through the main school entrance.

The manager has a clear understanding of the strengths and weaknesses of the provision but planning for improvement is not yet established as a systematic process. Staff meetings are held but, at present, these are used to plan activities for the children and are not sufficiently focused on securing improvements. Managers are beginning to take account of parents' and children's views by means of a parental questionnaire and a suggestion box. However, as yet, these opinions have not been incorporated into self-evaluation and planning.

Parents value the provision highly and praise the friendly relationship that they have with staff. They feel that there is a good exchange of information at the end of each session and that staff are approachable.

The quality and standards of the early years provision

Children enjoy their time at the club in a friendly and relaxed environment. They arrive enthusiastically from their classrooms and clearly know the routine. After registration, they settle quickly to the wide range of activities that are on offer. Children have access to a suitable variety of resources, for example, books, puzzles, games, writing materials and construction toys. Children in the Early Years Foundation Stage particularly enjoy a game in the school hall where they pretend to be different animals. Good use is made of the outside space where children have the opportunity to ride bikes, play team games and enjoy using the climbing apparatus in the school playground. The choice of activities enables children to progress adequately across all areas of learning. However, the systems to observe and assess children are only just in place so that the needs of individual children are not yet clearly identified.

Staff create a positive environment where all children feel safe and included. The introduction of a key worker system ensures that children have support from a designated adult. As a result of friendly relationships with staff and their clear expectations, children behave well. Children have devised their own rules for the club and these are prominently displayed and well understood by all. Children take good account of the safety rules as they wear crash helmets when riding the bikes. Social interaction is good as children chat with each other and the staff at snack time. Children are developing a good understanding of a healthy diet as they serve

themselves from the selection of healthy foods on offer. Water and fruit juice is made available throughout the session. Staff help children to behave responsibly, share, take turns and raise funds for others, which helps them to develop skills satisfactorily in preparation for situations in the wider world.

Children's welfare is promoted effectively as staff consistently implement the required policies and procedures. However, at present, there is no named deputy who is able to take charge in the absence of the manager.

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?	3
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?	2

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?	2
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?	2
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:	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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