

All Saints Children's Ventures

Inspection report for early years provision

Unique reference number EY331618
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Inspector Anne Sadler

Setting address Forefield Infant School, Forefield Lane, Liverpool,
Merseyside, L23 9SL

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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

All Saints Children's Ventures at Forefield Infant School, Crosby, Merseyside, opened in 2006. It is a charitable organisation, operated by a board of trustees, from the dining rooms in the school, although the children also have access to a secure enclosed outdoor play area. It is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register and caters for children from the school. A maximum of 32 children may attend the club at any one time. Currently, 32 children are on roll at the breakfast club and 27 children are registered to attend the after school care club. The setting is open each weekday during term-time from 08.00 to 08.50 and from 15.30 to 18.00. It is also open during the school holidays from 08.00 to 18.00. In total, five staff are employed, all of whom, hold a minimum of a Level 3 National Vocational Qualification. Whilst the setting is not in receipt of any regular funding, it does receive regular advice and support from Sefton Early Years.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. It provides the children and parents with a caring, orderly, family-type community, which meets their needs well. The setting has a very welcoming atmosphere, and staff are well trained in meeting the needs of children with learning difficulties and/or disabilities and those for whom English is an additional language. The setting is well led and managed by a very experienced and conscientious manager. She works with her long-serving and committed team who share her clear drive to continually improve. The principles of the learning and development requirements of the Early Years Foundation Stage statutory framework are well established. However, planning and recording do not yet specifically relate to what the children are expected to learn in the different areas of learning.

What steps need to be taken to improve provision further?

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

- ensure that planning relates more closely to what children are expected to learn in the different areas of learning
- ensure that the recording of the information gained from assessments, relates more closely to the areas of learning in the Early Years Foundation Stage profile.

The leadership and management of the early years provision

The setting uses the key carer system well in order to ensure it meets each child's individual needs. Warm, trusting relationships between staff and children further ensure that the needs of the children are well met. All staff have been appropriately vetted to confirm their suitability to work with children. Health and

safety and child protection policies and procedures are rigorously followed. For example, access into the setting can only be gained when accompanied by a member of staff. Similarly, parents and carers are expected to sign their child in and the use of badges easily identifies staff and visitors.

Staff are all well qualified and they are given the opportunity to keep their training up to date. They have had some training concerning the statutory requirements of the Early Years Foundation Stage and there is a strong awareness of its demands. For example, a special educational needs coordinator is in post and whilst there are currently no children in the setting with such needs, all the relevant policies are in place in readiness. All staff are well aware of procedures. The resources for learning reflect cultural diversity and contribute well to the setting's inclusiveness.

The manager has led the completion of a self-evaluation form, which is of high quality. This reflects the group's desire to continue to improve. Parents' evaluations are positive too. They speak very highly of the provision, 'Brilliant', said one. The setting's staff enjoy fruitful relationships with parents and with school staff and chat informally on a daily basis about the children's needs. The calm, caring and very experienced leadership of the manager, her team and the trustees, brings about a true sense of community and security that is enjoyed by children, parents and staff, and from which all benefit.

The quality and standards of the early years provision

Children enjoy attending this out of school care club. The children and their carers are greeted each day by a hard-working and well established staff, who speak courteously to them and provide a good range of activities from which children can choose freely. Typically, these include dot to dot and word puzzles, a quiet reading corner, role play, construction activities and small animals and figures to play imaginary games with. A particular strength of the club is the fact that the older children happily and naturally help the younger members of the group. Behaviour is well-managed and children are expected to play fairly, take turns and share. 'It's your turn next,' said one. Staff are keen to join in the fun and their involvement in activities, such as the table tennis game, really encourages all children to take part.

The menu is well chosen to promote healthy lifestyles and parents are kept informed about the menus. Pupils are expected to help themselves to a healthy breakfast and fresh drinking water is continually available. The children regularly enjoy activities in the fresh air, such as bark rubbing. There is a good balance of child-initiated and adult-led activities and this is reflected in the setting's planning, although this does not always link sufficiently to the individual expectations under each area of learning in the Early Years Foundation Stage. While the adults plan some activities such as the visit of the paramedic in 'safety week', plans are often adapted to meet the children's interests. For example, as the children were obviously inspired by their topic on China in school, they asked if they could make a Chinese dragon and the setting readily made this possible for them.

The range of learning activities is impressive. Children have previously performed

shows for parents and the children took the responsibility for making and selling the tickets as well as performing. Staff also organised a sponsored marathon and children devised their own sponsor form and totalled up the money they had raised. These activities demonstrate how effectively the children work within the community, providing them with the skills that they will need later in life.

Learning journals for the children have been produced and these monitor the achievements of the very youngest pupils. Whilst through photographs they clearly show the provision of suitable activities, regular assessments and evidence of good progress, they do not as yet refer directly and specifically to what children are expected to learn in the different areas of learning to help them reach the Early Learning Goals.

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