

Elm Cottage, Didsbury Road Primary

Inspection report for early years provision

Unique reference number 501470
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Inspector Therese Kenna

Setting address Didsbury Road Primary School, Didsbury Road, Stockport,
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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

Elm Cottage, Didsbury Road Primary was registered in 1991. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The out of school club is housed within Didsbury Road Primary School's building located in the Heaton Mersey area of Stockport; links with the school are strong. The club also serves the wider community. It operates in the main hall of the school with further access to the canteen room. There is a fully enclosed outdoor play area as well as access to a large playing field. It operates every day during school term-time from 07.45 until 09.00 and 15.00 until 17.45 and provides a full day holiday club during all school holidays except for Christmas, when the club is closed for one week. The setting is registered to care for a maximum of 65 children under eight years of age, not more than 25 of whom may be under five years old. Currently, approximately 95 children are on role aged from four to 11 years. At present, 17 of these are in the Early Years Foundation Stage. There are seven members of staff, all of whom hold appropriate qualifications. At present, there are no children on role with learning difficulties and/or disabilities. The club is part of the Elm Cottage group of daycare facilities which includes both day nurseries and out of school clubs. The setting receives support including advice and training from Stockport Sure Start.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The before and after school clubs meet the needs of the children well. There is good provision to ensure children's welfare. Partnerships with parents are good overall. However, parents' involvement in their children's learning and assessment is in the early stages of development. Relationships with other early years providers are yet to be fully developed. Practitioners demonstrate a good understanding of every child's needs and work hard to ensure that children succeed. This ensures that the children are happy, healthy, safe and prepared for their future lives. Assessment and record keeping within the setting are well established and robust. Formal self-evaluation is accurate. This, along with capable leadership and management, results in a setting which has a good capacity to improve

What steps need to be taken to improve provision further?

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

- extend partnerships with parents to involve them more closely in their child's learning and assessment
- develop and strengthen consultation with other early years providers.

The leadership and management of the early years provision

The manager of the setting sets a good example for the practitioners to follow. This is seen in the well-established daily routines and practices of the group. She ensures that the needs of the children are met well and this is in keeping with the setting's aim to provide high quality out of school care and play, which helps all children to develop and learn. This results in a setting that is fully inclusive. The manager shows a good understanding of the relative strengths and weaknesses of the club. This understanding is reflected in the setting's action plan.

Parents praise the club for the many positive experiences it provides for their children. They say that their children are happy to come. A typical comment is 'When I come to collect my child, he does not want to leave.' Children say, 'The main reason I like coming is to be with the friends I don't meet in school.' Parents value the information they receive and the contact they have with staff. However, they would like to be more closely involved in the activities their children do and in the assessment of their development. Links with the host primary school are strong, but those with the other early years providers are less well developed.

Since the last report, all previous recommendations for improvement have been addressed. All the required documentation, records and policies are in place, including up-to-date risk assessments for the accommodation currently in use. Especially close attention is paid to the use of safe practices, both inside and outdoors. This is particularly evident for the children who walk to the setting from other local schools. The accommodation meets the needs of all children well. It is spacious and well equipped with all areas, including the outdoor area, continually accessible to all.

Appropriate checks with regards to suitability of practitioners have been completed for all adults who work with the children. The setting pays very close attention to safeguarding and staff are well trained both in this and other welfare matters.

The quality and standards of the early years provision

Adults have high expectations of children. Children are encouraged to take responsibility for their own learning and well-being, so they develop into increasingly mature young members of society. They soon learn how much fun it is to be active learners as they begin to solve problems, and reflect on what has gone well or not so well. For example, working out whether making different feet for a model of an owl will help him to stand up longer. Children share their experiences with their key worker. Many activities are chosen by the children, although adults provide sensitive support when required. The learning environment is well resourced and an extensive range of activities that appeal to a wide range of age and ability are available both indoors and outside. This, along with the ample space available, enables all children to choose where they prefer to learn. Older children readily support younger ones well, reading to them in the quiet area, helping them to make spoon puppets, or encouraging them to play ball games outside.

Children are constantly reminded about how to stay safe and live healthy lifestyles. As a result, they have an excellent understanding of how to keep themselves healthy and safe. They eagerly prepare their own snack, making their choice from the healthy options available. Staff and older children ensure that hygienic practices are adhered to. Regular discussions about how to be kind and supportive, or how to 'fit in', enable children to develop valuable life skills.

Records and photographs show that children experience a wide range of activities to promote their development in all areas of learning. Key workers ensure that children's needs are sensitively addressed. Practitioners are well-qualified and constantly seek to extend their knowledge of how children learn and develop. Weekly planning and assessment meetings help them to support each other in this. Records show that children flourish here and develop into confident learners. However, parents are not fully informed or involved in how to contribute effectively to their children's achievements.

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?	1
How well are children helped to be healthy?	1
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