

# ABC Primary

Inspection report for early years provision

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**Unique reference number** EY292640  
**Inspection date** 07/07/2009  
**Inspector** Lindsey Ferrie

**Setting address** Newchurch Community Primary School, Glebelands,  
Culcheth, Warrington, WA3 4DX

**Telephone number** 01925 763427

**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

ABC Primary was registered in 2004. It operates from the school hall and infant classrooms in New Church Community Primary School in Culcheth, Warrington. The club has access to a safe and secure outdoor play area. ABC Primary serves children from the local primary school and is able to support children who have learning difficulties and/or disabilities and those who speak English as an additional language. The club may care for up to 40 children from aged from three to eight at any one time. There are currently 75 children on roll aged from three to 11 years and, of these, 10 are within the Early Years Foundation Stage. The club is open from 07.30 to 09.00 and from 15.30 to 18.00 five days a week during school term time. Children attend for a variety of sessions. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are three staff who regularly work with the children. All three members of staff have a relevant childcare qualification at Level 3 or above. The setting receives support from a mentor from the Early Years Development and Childcare Partnership.

## Overall effectiveness of the early years provision

Overall, the quality of provision is good. Staff meet the needs of every child in this setting through appropriate and well planned activities. They model a caring, sensitive approach to each and every one of the children, and this is reflected in the children's excellent behaviour and relationships with one another and with staff. Although informal, systems for self-evaluation are in place, and the recommendations from the previous inspection have been addressed. Leaders and managers use action planning as a means of monitoring improvements, but as yet, these do not inform staff of the impact of developments on the children's learning, development or welfare.

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

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

- formalise systems for monitoring and evaluating the effectiveness of the provision and children's learning, leading to clear identification of targets for improvement
- further develop the systems for recording observations and assessments of children's learning and development, sharing them with parents and other settings which the children attend.

## The leadership and management of the early years provision

The club maintains thorough policies and procedures for all aspects of the provision. Staff use records on a day-to-day basis to promote children's health and well-being and to provide information to parents or other settings. Staff keep up-

to-date written risk assessments, assessing and eliminating risks in all areas of the provision to ensure children's safety. For example, when taking children on trips, all adults are alerted to potential hazards and are given good quality information in order that children remain safe in their care. Appropriate employment and vetting procedures ensure staff are suitable to work with children.

The setting has a satisfactory system for evaluating the quality of the provision. Although staff are aware of its strengths as well as areas for development, action plans arising from informal self-evaluation do not demonstrate how developments have impacted on the children's learning, development or welfare.

Staff establish good relationships with parents to support them in meeting children's needs. Parents are kept informed through verbal feedback, information sessions and questionnaires. As a result of parental requests, staff now offer a homework table for those children who wish to complete homework during the after school club, and staff provide good support if required. They work closely with the school and families when listening to younger children reading or helping them to learn their spellings for a weekly spelling test in school. Systems for communicating with, and working with other providers are good overall, and further complement children's learning. The recently implemented learning and development records are of good quality but, as the leadership recognises, the setting does not yet invite partners to share and add to the records.

An experienced special needs coordinator works closely with families and school to ensure that the needs of children with learning difficulties and/or disabilities are met. Individual plans and targets are drawn up by staff and children, who benefit from this personalised approach to their learning, development and welfare. Training opportunities provide further support for staff to meet children's needs.

## **The quality and standards of the early years provision**

Children are happy and settled in this very welcoming setting where positive relationships are valued and encouraged as staff show sensitivity and care towards all. Children's behaviour is excellent, evidenced in the way in which they cooperate and collaborate with one another whether playing team games or reading to one another on the carpet. They move around the setting safely and show awareness for others at all times. They wash their hands after going to the toilet and before eating snacks. They listen carefully to one another and to staff, following instructions sensibly and efficiently. This is evident in their swift and deft approach to tidying up where it really is a case of 'all hands on deck', regardless of age.

Children show a good awareness of what it means to live a healthy life. They readily play outside and enjoy the opportunities to be under the new canopy outdoors even if the weather is inclement. A wide range of high quality resources in the school grounds such as trim trails, basketball courts, tyre parks and an outdoor stage area aids children's physical development. Staff ensure that children are able to access all areas of learning outdoors, providing them with opportunities for mark making and craft work, reading and playing board games. Children run, skip and jump outdoors, playing with basketballs and encouraging each other to

shoot and score. They congratulate each other when they are successful. Children enjoy a good range of nutritious snacks and know what they need to eat in order to keep healthy.

Children enjoy a variety of activities which are planned to meet their needs. They are confident when chatting to adults, and to one another, discussing their daily lives freely and with ease. Whilst playing musical bumps, they laugh and dance with enthusiasm, until the music stops and the competitive element comes to the fore! They are happy to be an active participant in the game, whether as a judge or competitor. Children who are judges are well supported by their peers and make decisions fairly and with maturity.

Children demonstrate a good understanding of other cultures. They use fuzzy felt to dress people from different countries and make appropriate landscapes in which to place them. Whilst playing in a small group, one boy was able to say what a Chinese lady's national dress looks like, whilst another discussed the best way to play the bagpipes. A further child discussed the merits of warm boots for an Inuit who lives in an igloo. They enjoy food tasting, for example, exotic fruits, potato and leek soup, and Chinese food which helps further develop their understanding of the diverse society in which they live.

## 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?	3
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

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