

# Delph Primary School

Inspection report for early years provision

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**Unique reference number** EY301753  
**Inspection date** 14/09/2009  
**Inspector** Marian Thomas

**Setting address** Denshaw Road, Delph, Oldham, Lancashire, OL3 5HN

**Telephone number** 01457 874400

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**Type of setting** Childcare on non-domestic premises

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## 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.

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## Description of the setting

Delph out of school care is part of a chain of three out of school and holiday clubs. It opened in 2005 and operates from Delph Primary School in the village of Delph near Oldham in Lancashire. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 72 children may attend at any one time, aged between three and eight years. The setting is open each weekday from 7.45am to 9.00am and 3.15pm to 5.45pm term time only. The setting operates from the school hall and children share access to an enclosed outdoor play area. There are currently 82 children on roll who attend a variety of sessions, of these, nine are in the early years age group. All children attend Delph Primary School or the playgroup which is also located on the school premises. The setting currently employs four members of staff, two of whom hold relevant childcare qualifications. The manager has a qualification in social work as well as a nursery nurse qualification; a second member of staff holds a level 3 qualification in childcare. One other member of staff is working towards qualified teacher status. The setting welcomes children with special educational needs and/or disabilities as well as children for whom English is an additional language.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision recognises the unique needs of each child, which is reflected in the way in which children's learning and development needs are met. Parents feel that the setting is a very safe and happy place to which their children enjoy coming. Improvements have been made since the last inspection and systems are securely in place for registering children. The setting works closely with the school, in whose building it resides, ensuring information about children's welfare and emotional wellbeing are shared. However, further work needs to be undertaken to ensure that children's learning profiles are equally well shared. All policies and procedures fully reflect the Early Years Foundation Stage requirements, however, risk assessments for trips need to include more detail to ensure all staff are aware of possible hazards.

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

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

- ensure risk assessment information is clearly documented for all trips undertaken
- further develop systems to ensure individual children's learning and development profiles are effectively shared with the host school

## **The effectiveness of leadership and management of the early years provision**

The proprietor and manager are aware of the strengths and areas for development of this setting and work hard to recruit and retain high quality staff. They also, through effective use of self-evaluation, ensure a programme of continuous improvement is in place. Because of this, children's learning and development, and behaviour are good. Staff and resources are well deployed so that the needs of every child are met promoting equality of opportunity for all who attend the setting. Records, policies and procedures required for the safe and efficient management of the Early years Foundation Stage are in place and regularly reviewed by the management team.

All adults are rigorously checked for suitability and hold relevant qualifications. Staff in the setting work together well as a team and continually strive to further improve care and education for all. Whilst the quality and effectiveness of risk assessments and actions taken to manage or eliminate risks is good overall, the setting does not always document clearly enough the trips that are undertaken to the play area.

Both the setting manager and staff, through regular quality checks and self-assessment, monitor the provision and outcomes for children's learning and development effectively. This has led to clear identification of challenging targets for further improvement. This shows that the setting has a good capacity to continue to improve. Provision to include children with special educational needs and/or disabilities is a strength of the setting as staff ensure that the needs of all children are met.

The setting has strong links with parents and carers, who appreciate the happy atmosphere and feel that the setting offers a safe secure and well organised environment to which their children enjoy coming. For instance, a parent commented, which is typical of others, that their children enjoyed the setting so much that 'It's difficult to get them to leave if I arrive early!' They also feel they get good information about their children's activities.

The leadership and management have good partnerships with outside agencies and linked services in order to support the needs of individual children. For example, there are close links with the co-located pre school and host school. However, individual learning and development profiles are not shared as effectively as children's welfare needs.

## **The quality and standards of the early years provision and outcomes for children**

The staff work very hard to ensure children really enjoy themselves when they come to the setting, and this is reflected in children's attitudes and comments. For example, 'I really enjoy coming here because my friends are here and I really like it because all the adults play with us' commented one child. All staff have calm and

friendly attitudes and often join children in their play. This ensures good relationships are built with all children which impacts positively on their attitudes to learning and behaviour. The strength of these relationships is very evident by the way in which children new to the setting happily part from their parents without fuss. Children show good attitudes to learning and all ages are very keen to join in the activities provided. Making their own choices helps them to develop good independence skills. Children's curiosity and questioning skills are well developed through access to the quality of learning challenges presented. These are often linked to the provision in the host school or co-located pre school and ensure continuity of learning between provisions.

Children behave very well in the calm and friendly atmosphere in this setting. An effective behaviour policy is in place, which all children understand. As a result, children are extremely polite and take turns and are very considerate towards each other. These high personal standards are reinforced by the manner in which adults respond to each other and to the children. The children are learning well how to share their resources. An example of this was seen when two children of different ages played matching dominoes, the older child explaining the rules patiently to the younger one ensuring equal access to the game.

Active learning is well promoted within the setting through the diverse range of activities. This helps the children in the setting to develop good learning skills for the future. The importance of healthy eating is well established and children enjoy healthy snack options after school, which contributes to their understanding of a healthy balanced diet. Children wash their hands before eating, knowing it is important to reduce the spread of infection. Children say they enjoy active play outside, particularly team games, which helps to develop their physical fitness.

Equipment is well maintained and daily risk assessments of all areas are undertaken by senior staff to ensure children's safety both inside and outdoors. Everyone, without exception, participates in tidying up at the end of a session, which helps to promote a sense of responsibility for the environment in even the youngest children. Parents feel very welcomed in the setting and say that their views are valued. Children's welfare, learning and development underpin everything that staff do in this provision. This is reflected in the confident, happy attitudes to learning and behaviour that all children display.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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