

Smarties Out of School Care

Inspection report for early years provision

Unique reference number

EY369841

Inspection date

24/11/2009

Inspector

Lisa Patterson

Setting address

Great Eccleston Copp C of E School, Copp Lane, Great
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Smarties Out of School Care is a limited company. The club was registered in 2008 and operates from the main hall of Copp C of E School in the village of Great Eccleston, Preston. There is also access to a computer suite, a classroom, and an enclosed outdoor area for physical play. It is open from 7.45am to 8.45am and from 3.15pm to 5.45pm during term times, and provides a holiday play scheme during the school holidays from 7.45am till 5.45pm.

The club is registered on the Early Years Register. A maximum of 24 children may attend the club at any one time. There are currently 2 children in this age range on roll. Care is also offered to children aged over five to 11 years: this provision is registered on the compulsory and voluntary parts of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range.

There are 2 members of staff, both of whom hold early years qualifications to at least level 2. The manager holds an early years qualification to level 3. There is also a member of staff who works on a part time, voluntary basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's uniqueness is adequately recognised, and information is gained from a range of sources to make sure activities are tailored to generally meet their individual needs. The setting have begun to establish links with other settings providing the Early Years Foundation Stage (EYFS) have been established, however these are not yet fully effective in supporting the children's needs. Children take part in a wide range of activities promoting learning in all areas of development. Children's welfare is important to the setting, however, several documents are missing or have not been completed effectively to maintain their safety. Staff have a sufficient knowledge of safeguarding issues, and there are comprehensive policy documents in place to support them. The provision is committed to improvement and have begun to use the Ofsted self-evaluation form as a tool to monitor the effectiveness of the setting.

What steps need to be taken to improve provision further?

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

- request written parental consent, at the time of the child's admission to the provision, to the seeking of emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 25/11/2009
- provide details for contacting Ofsted (Safeguarding and promoting children's welfare) (also applies to both 25/11/2009

- parts of the Childcare Register)
- maintain records required for the safe and efficient management of the setting and to meet the needs of the children, for example, accurate attendance records, and required data about individual children. (Documentation) (also applies to both parts of the Childcare Register)

25/11/2009

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

- reassess the deployment of staff in the outdoor area and include this information in the risk assessment to maintain the safe supervision of the children
- further develop the knowledge of the EYFS framework across the staff team, and make sure provision complements that delivered by other settings working with children in the EYFS age group, by, for example, improving liaisons with the school
- extend systems for monitoring the effectiveness of the setting through, for example, making more use of the Ofsted self-evaluation form and quality improvement processes as the basis of ongoing internal review.

The effectiveness of leadership and management of the early years provision

Children are adequately safeguarded because staff have sufficient understanding of the indicators of abuse and the procedure to follow. They are supported by a comprehensive written policy, which links to the Local Safeguarding Children Board guidelines and would refer to this should they have any concerns. The staff team have remained the same since the last inspection and records show that staff suitability is adequately checked with CRB details held on file.

Records are in place, although not always completed to maintain the welfare of children. The attendance register, is not completed accurately and does not always show the hours of attendance for every child. Individual information about two children has not been returned by the parent. While emergency contact information is available on records for their siblings, this means that specific information regarding health and consent for emergency medical advice or treatment has not been sought. This is a breach of the welfare requirements and puts children at risk. Risk assessments of the premises are used adequately well to minimise risks to children and environments appear safe. The staff deployment in the outdoor area is not always effective to sufficiently promote the safety of children at all times.

Actions from the last inspection have been adequately addressed and the setting has made a start with the recommendations. The setting has begun to use the Ofsted self-evaluation form as a method of monitoring progress and setting targets, and the manager has a vision for the setting which includes the wishes of parents and children. This shows a commitment to improvement. External training

has not been accessed, though the manager has used her employment in the reception class of the school to gain a better understanding of the EYFS to promote development across all areas of learning.

Partnerships with parents are generally well established. They are invited into the setting on collection and feel confident to talk to staff about their children. Their views are valued and regular questionnaires are used to gather their thoughts and develop the provision further. They are given shortened copies of the procedures, however contact details of Ofsted, should they wish to make a complaint, are not available to them. Some links with the school have been established to ensure there is continuity and coherence in children's welfare and learning across the settings. The staff are working hard to use information gained to support children's individual needs, however, as yet, these links are not sufficiently well-developed to be fully effective in supporting individual children's needs within the out of school club.

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

Children have great fun in the setting. Their wishes are valued and staff give children opportunities to make requests and take ownership of the club through, for example, a suggestions book and questionnaires. All areas of learning are developed to some degree during the club, with an emphasis on personal and social development. Children say please and thank you and hold the door open for visitors and staff. They are confident to ask for help. They look after the empathy doll and take this responsibility seriously, making sure she is settled and has something to do. They talk freely about their day at school and have confidence to speak in a large group. They solve problems with the available construction toys or in the water tray, filling and emptying a range of different vessels. They learn about different cultures through enhancing the school project linking with a school in Zambia. They experiment with different foods, methods of writing and dress up. They are learning not to be wasteful through discussions and general daily activities, such as making sure they eat all their food and not leaving the taps running. Physical exercise is given priority and, as such, children are given opportunities for outdoor play on a daily basis, even if weather only permits five minutes of fresh air. Children create freely with the wide range of easily accessible resources, or take part in planned activities, such as making and decorating baubles.

Staff have sufficient understanding of the EYFS framework, the children's likes and dislikes, and are developing more effective systems for liaising with the school, in order to support children at the club. There is a key person system in place and the manager liaises with the EYFS teacher in school. At present these liaisons do not sufficiently highlight how the needs of the children are to be met in the after school facility; as a result planned activities and continuous provision are not always led by the children's interests or levels of understanding.

Children feel generally safe in the setting. They know who to go to for help and are confident with the staff team. They respond very well to the requests of adults

and the clear boundaries such as waiting at the door prior to going outside and staff give suitable explanations as to the reasons why. Resources are well laid out so that all children can have access to these safely. They benefit from a wide selection of seasonal snacks and meal times are social occasions with children sitting together chatting about their day. During the winter months children enjoy warmer food such as macaroni cheese on toast with a piece of fruit for desert and are regularly reminded to take on water or juice. They have regular access to the outdoor area, are physically active in the large hall and participate in activities which encourage healthy eating and exercise. This promotes a healthy lifestyle.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- Take action as specified in the early years section of the report. (Records to be kept) 25/11/2009
- Take action as specified in the early years section of the report. (Providing information to parents) 25/11/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- Take action as specified in the early years section of the report. (Records to be kept) 25/11/2009
- Take action as specified in the early years section of the report. (Providing information to parents) 25/11/2009