

Junior Club of Crosby

Inspection report for early years provision

Unique reference number

EY390218

Inspection date

20/10/2009

Inspector

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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).

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

Junior Club of Crosby was registered in 2009 and is one of two settings operated by a company. It operates from two rooms in a self-contained building in Crosby, Liverpool. The service is open from 8 am to 9 am and from 3 pm to 6 pm each weekday during term time, and between 08 am and 6 pm during school holidays. Children have access to the field and play equipment on the site of the school, next door.

The setting is registered to care for a maximum of 24 children aged from three years at any one time. This provision is registered on the Early Years Register and is not in receipt of funding for the provision of free early education to children aged three and four years. It is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register and offers care, before and after school and during school holidays, for children up to the age of 11 years. There are currently 45 children on roll, of which four are on the Early Years Register. The setting supports children with special educational needs and/or disabilities.

There are two staff employed who hold recognised childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Although staff have worked hard developing sound policies and procedures and devising useful recording systems, some, particularly those designed to keep children safe, are not yet fully effective. Consequently, there are aspects of the statutory welfare requirements, which are not being met. The self-evaluation document is not an accurate record of the club's effectiveness; however, it does demonstrate the setting has the ability to improve. Partnerships with other providers have not yet been established and parents have not been sufficiently engaged to ensure that information about children's individual and essential needs are known or met. It is not known if children are making progress in learning and development as there is little information about children's abilities or information about children's welfare, learning and development from parents. A range of resources are available in cupboards to enable children to have some experiences across all six areas of learning.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- request written parental permission, at the time of the 03/10/2009

- child's admission to the provision, to the seeking of any necessary emergency medical advice and treatment in the future (safeguarding and welfare)
- ensure the risk assessment identifies aspects of the environment that need to be checked on a regular basis; maintain a record of these particular aspects and when and by whom they have been checked (suitable premises) 03/11/2009
- keep a daily record of the names of the children looked after on the premises, their hours of attendance and the names of the children's key workers (documentation) 03/10/2009

The effectiveness of leadership and management of the early years provision

Clear recruitment and vetting procedures ensure that all staff working with children are suitable to do so. Staff are available should they be needed, however, they are not always in the same room as the children, particularly when preparing snacks in the kitchen. This hinders their ability to monitor the welfare of children and support less confident children as they arrive from school. Some action has been taken to minimise risks, however, the risk assessment is not up-dated when changes are made and risks have not been reassessed when, for example, the guards were removed from the strip lights. Some safety procedures, such as not allowing children to be in the kitchen unsupervised are not consistently followed in practice or included in the written risk assessment.

The parent pack and notice boards provide parents with some information about the setting. An achievement folder has been set up for each child and useful systems have been recently devised to observe and record children's progress, however, these are not yet fully implemented. Consequently, there is little information available to help staff provide appropriate learning experiences.

The two staff employed work together to devise the record keeping systems, policies and procedures required for the safe and efficient management of the setting and to meet the needs of the children. Some records are not well maintained, which impacts on safety, for example, although there are three register sheets in use, none of them match, which means it is not clear how many children are present. The registered person has recently provided staff with additional time, when children are not present, to enable them to complete essential documentation and to monitor the effectiveness of the systems in place. This is commendable. Whilst some policies and procedures contribute to many aspects of the setting, some statutory parental information relating to the seeking of emergency medical advice and treatment has not been obtained. The staff's view of the setting as expressed in the self-evaluation document is not compatible with evidence available during the inspection.

The friendliness of the staff is valued by parents and they share verbal information to meet children's needs. Opportunities for parents to contribute to their children's

learning and development, to planning and assessments and to the setting's self-evaluation have been considered but not yet implemented. Links with the school that the children attend have not yet been established to ensure that activities are complementary and promote continuity and progression for children.

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

The 'chill out' room is set up with a comfortable cushioned area, books, a television and compact disc players. Children say they enjoy dressing up and singing in this room. They also help themselves to a range of easily accessible toys and games. The main hall is less inviting; it is not set up before children arrive, however, children help themselves to toys, art materials and sports equipment from the cupboards. Children mainly occupy themselves, although staff play alongside. A planned activity each day, such as making clay divas, is enjoyed by the children. Staff have a confident knowledge of the Early Years Foundation Stage (EYFS) learning and development requirements. Activities are not currently being planned specifically to meet children's individual needs or next steps in learning. This is because the formal assessment systems devised by staff are not fully implemented.

Daily routines promote children's understanding of health and hygiene as staff encourage children to wash their hands before eating. Children can help themselves to a range of fruit, for example, pear, plum and pineapple and to drinks, which alternate between juice and water. In addition they choose whether to have items, such as potato croquets and carrot and dip. Children sit together and chat about their day whilst waiting for snack. Staff are good role-models and interactions by all present are polite and courteous. Children learn to share and take turns in a sociable environment. Children have some opportunities to play outdoors; they use the outdoor jungle gym in their school grounds and play outdoor games on the school field, which is next door to their building. Children exercise vigorously, which is good for their health, as they play with their choice of sports equipment and ball games indoors.

Children learn about the wider world through the sharing of festivals and through books that reflect difference and diversity. They raise money for charities as they make and sell cakes and take part in sponsored events, such as walks. Children are increasingly involved in decision making, for example, they choose the menu for the following week and hold council meetings to agree rules for behaviour and to discuss any issues that arise. Children wear high visibility vests as they walk to and from school and are involved in practising fire evacuations, which helps them learn about keeping themselves safe. However, children are not challenged when they enter the kitchen unsupervised, which is against the club's safety rules. This does not help children learn the importance of following safe and responsible practices.

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? | 4 |
| 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? | 4 |
| 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 | 4 |
| The effectiveness of safeguarding | 4 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 4 |
| 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

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 4 |
|--|---|

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 | 4 |
| 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:

- ensure that all necessary measures are taken to minimise any identified risks (CR5.4) (also applies to the voluntary part of the Childcare Register) 03/11/2009

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:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (CR8) (also applies to the compulsory part of the Childcare Register). 03/11/2009