

Ladybrook daycare and out of school club

Inspection report for early years provision

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Inspector	Barbara Christine Wearing
Setting address	Ladybrook Primary School, Gleneagles Close, Bramhall, STOCKPORT, Cheshire, SK7 2LT
Telephone number	0161 439 5925
Email	Diane.Reeve@live.co.uk
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

The Ladybrook Day Care and Out of School Club is privately owned. It was re-registered in 2009 and operates from purpose-built facilities at Ladybrook Primary School in Bramhall, Stockport. The children are cared for in a purpose built building and have the use of the large playroom, the library and supervised access to two classrooms. There is access to a secure outdoor play area. Access to the premises is on ground level, accessible without any steps.

The setting is registered to care for a maximum of 32 children aged from three to five years on the Early Years Register. There are currently 22 children attending in the early years age group on various days. The day care operates from 11.30am to 3.20pm from Monday to Friday during school term time only for 26 children. The out of school facility is open from 7.55am to 8.55am and from 3.20pm to 6pm for 32 children. The provision for children over five years is registered on the compulsory and voluntary part of the Childcare Register. The setting supports children with disabilities and learning difficulties, and children who speak English as an additional language. Nine members of staff are employed in the setting and of these, five hold a recognised qualification. The setting receives support from Sure Start and Stockport Continuing Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff work closely with parents, observe and listen to children, and establish effective links with other settings children attend that deliver the Early Years Foundation Stage (EYFS). Therefore, they have a good understanding of children's needs and interests which they cater for accordingly. They build strong relationships with children and provide resources and activities that reflect their interests, enabling them to make sound progress in their learning in relation to their capabilities and starting points. The choice of consistently available resources is limited, therefore, children are not always able to practise and consolidate their skills or extend their learning. The proprietor and managers of the day care and out of school provision demonstrate a strong commitment to developing the provision and are responsive to changes in legislation, such as the process for vetting staff.

What steps need to be taken to improve provision further?

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

- provide a wider range of consistently available resources for children to choose from, enabling them to practise and consolidate their skills and extend their learning
- develop observation, assessment and planning systems to ensure that next steps show specific goals for children's development, that children's progress

towards these is reviewed (tracking their progress towards the early learning goals) and that planning reflects how staff will support children in working towards the early learning goals and their next steps

- provide further opportunities for parents to share information regarding their children's abilities and achievements observed at home, to gather starting points for children and to inform planning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well as all staff have undergone a rigorous recruitment and vetting procedure and undertake regular training. They have a clear understanding of the Local Safeguarding Children Board child protection procedures and of their role in ensuring that children's well-being is paramount at all times. Children develop close attachments with staff who treat them with utmost care and respect. Therefore, children develop confidence, a high self-esteem, respect for themselves and each other, and feel safe and secure. Children are protected from accidental injuries as staff carry out comprehensive risk assessments and supervise children closely, while allowing them to develop independence and skills in keeping themselves safe.

The day care and out of school club provide children with a bright, inviting and homely environment. Staff set out a suitable range of resources for children to choose from at each session. These cover all areas of learning, reflect staff's knowledge of activities children have been involved in at nursery and reception class, and their awareness of children's interests and development. Further resources are stored in cupboards within the room and staff state that children are confident in asking if they wish to use these. Children benefit from regular access to an outdoor play area.

The proprietor and manager of the out of school club and the manager of the day care have worked very hard since registration to establish a strong, motivated staff team who work closely together to ensure that all the requirements of the Early Years Foundation Stage are met. Comprehensive, well organised and regularly updated policies and procedures are understood and adhered to by staff, ensuring that children's welfare is maintained. Staff, parents and children's views are sought and acted upon as an integral part of the self-evaluation process. This is effective in identifying some areas for development that have had a positive impact on children. For example, building up more robust systems for sharing information with the nursery and reception, which also deliver the EYFS to children, ensures that consistency is maintained and allows staff to complement the experiences that children are gaining there.

The organisation of the day allows flexibility, meeting parents' various needs with regards to session times and allowing children to be fully included in school life, such as attending clubs held after school. All children are valued as individuals and staff provide positive role models for them, promoting an atmosphere of respect. Children develop an understanding of their own and others' cultures and lifestyles through discussions, activities and resources that reflect diversity. Staff are

confident in challenging comments or behaviours that re-enforce stereotypes, and engage in sensitive conversations with parents and children to explain the negative impact these can have.

Strong relationships are established and maintained with parents. They are given good quality information regarding the day care and out of school club and the activities their children have engaged in, and are kept up-to-date regarding their children's achievements. Parents share information regarding their children's needs, interests, likes and dislikes before their children start at the setting, and freely share information verbally regarding their children on a regular basis. This enables staff to provide an environment that meets children's individual needs and interests, ensuring that they are safe, secure and have fun. Parents' feedback is very positive, highlighting the good relationships children have with the staff and how much they enjoy their time with them.

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

Managers and children appreciate the different skills that male and female staff of different ages bring to the groups. Children and staff have fun together and build secure and relaxed relationships. Children demonstrate their good sense of humour as they enter into friendly banter with staff. Children attending day care affectionately state that a member of staff is 'silly' when she tells them she has forgotten her drink at lunch time. Children and staff in the out of school club joke with each other as they make increasingly exaggerated claims regarding the oldest person they know.

Staff record and assess observations of children, identifying which areas of learning they relate to and deciding next steps in their development. However, some next steps do not show clear aims for children, and assessments do not summarise their progress towards their next steps or the early learning goals. Short term plans, which show activities and resources that will be offered to children on a daily basis, reflect children's interests and abilities as identified by the observations and next steps. However, planning methods do not clearly show how staff will support children in reaching the early learning goals. They do include some evaluations of the activities, showing how children enjoyed them and staff use this information to adapt the next weeks planning. Staff engage with children in their play, offering sensitive support and encouragement. Children are therefore busy, interested and have fun. Staff take some opportunities to ask questions that challenge children and help them make good progress in certain areas of learning, particularly language and communication and imagination.

Children enjoy drawing on the whiteboard and have access to chalks on the easel. Children attending after school busily write and draw using materials on a table. Writing materials are available on a shelf for children attending day care but are not generally used in other areas of the room to encourage children to write for a purpose, practising and building on the learning taking place in the other EYFS settings they attend. Books are made available to children which they enjoy looking at during 'quiet time' after lunch. Children show an interest in print within

the environment as they ask staff about a notice on one of the toilet doors. Staff explain what the notice says. There are a few other examples of print on display within the main play room allowing children some opportunity to extend their learning in this area.

Children chat confidently to each other and staff, demonstrating their good language skills. They describe what they are doing, plan their play activities and recall past events. For example, when fire fighters visited with the fire engine, helping them learn about fire safety and develop a sense of community. Children learn about the wider world through topics, books and discussions, and investigate the natural world as they grow cress and study and draw insects they find in the outdoor play area. Different creative art activities are provided for children on a daily basis. For example, at day care, children make Christmas decorations alongside staff, using pre-cut paper shapes, glue and glitter. Out of school children make paper chains, comparing lengths and the number of links. Through this children explore a range of art media and materials over time but have limited opportunities to extend their individual creativity using these materials. Staff ask children about what they are making as they use construction sets. Children enthusiastically tell them and extend their play, creating complex models using their imaginations and developing their design and making skills. Children develop an interest in number. They use mathematical language as they describe sizes and shapes of objects and often count objects they are using. Staff take opportunities to give children some further challenges as children identify how many 'grown-ups' and children are at the lunch table and staff ask how many 'grown-ups' there will be when a colleague returns. Children quickly respond with the correct answer and are given praise for doing so.

Children develop good large muscle skills and healthy lifestyles. All children greatly enjoy spending time in the large and inviting outdoor play area. Younger children enjoy playing with hoops and foam 'flying saucers'. They roll and spin the hoops and hold them around their waist exclaiming that they are in a space ship. Children develop independence in their personal hygiene routines as they wash their hands before meal or snack times, reminding each other to use soap to get off the germs. Lunch times are relaxed and sociable, giving children plenty of time to enjoy their lunch and chat to each other and staff. Parents/carers provide lunch for their children. Children are encouraged to eat their sandwiches and fruit before they eat biscuits or cake, encouraging them to develop healthy eating habits. Children who want a snack after school wait in line and staff make up sandwiches or wraps at their request with a choice of fruit and salad/vegetables. Drinking water is available to children throughout the day.

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	2

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	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
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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	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	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: Met

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