

Play and Learn @Wirksworth CE Infants School

Inspection report for early years provision

Unique reference number	EY394003
Inspection date	25/11/2009
Inspector	Jean Otter
Setting address	Wirksworth C of E Controlled Infant School, North End, Wirksworth, MATLOCK, Derbyshire, DE4 4FG
Telephone number	01629 822496
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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

Play and Learn at Wirksworth CE Infants School is privately owned and is one of many similar out of school clubs run by the provider nationally. The club opened in 2009 and has use of two rooms and quiet library area within the school. The club is open from 7.45am to 9.00am and 3.20pm to 6.00pm during school term time and from 8.00am until 6.00pm during school holidays. There is a fully enclosed play area available for outdoor play. The club is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children may attend the club at any one time. There are currently 44 children on roll, six of whom are within the early years age range.

There are three members of staff, including the provider, currently working with the children. All staff have an early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at the club where staff provide a welcoming environment, recognise the children's interests and support them to feel included and safe. Excellent systems are in place to support effective working relationships with the school and as a result there is a secure knowledge of children's care, learning and development needs which are promoted well. However, children's next steps in learning and the learning intentions of the activities are not clearly demonstrated in the written systems currently in place and children do not currently benefit from a key person system that offers them a settled and close relationship. All staff are involved in evaluating and reflecting their practice and the setting clearly demonstrates a commitment to driving improvement.

What steps need to be taken to improve provision further?

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

- develop further the systems to clearly demonstrate children's next steps in learning and to indicate the learning intention
- develop further the key person system to offer a settled, close relationship between individual child and member of staff.

The effectiveness of leadership and management of the early years provision

The setting regards safeguarding children as one of their main priorities. The provider has a good understanding of the procedures to follow should there be any child protection concerns and is keen that all staff are trained effectively in this area. Robust systems are in place to assess and minimise risks to children and include the premises, outings and specialist equipment. Security of the premises is

good and all visitors are checked prior to entry, promoting children's safety. All necessary checks are made on new staff, including their qualification status, at the time of appointment to ensure they are safe and suitable to work with children.

The key person system does not yet fully reflect a one to one relationship with individual children due to the low numbers of children and staff, and staff induction. All staff are currently undertaking the key person role with the children. The owner is aware of the importance of the key person system and is working towards one to one relationships.

The setting promotes equality and diversity well. Information is gathered on children's interests at the time of placement and used in the planning process. All children are encouraged to participate in all activities. Children learn about diversity through resources and discussions with staff that help them to value and respect others. Toys and resources are stored so that they are accessible to the children and they are able to choose what they want to play with. A quiet area is available in the library, where there is a lovely selection of books. Partnerships with parents are established so that information is shared to ensure children's needs are met. Useful information is given to parent's at the beginning of their child's placement, of which some is also displayed on the notice board. The club and the school are committed to working together in the best interests of the children. Comprehensive arrangements are in place to share information about children's starting points and to review children's profiles. The school willingly share some of their resources, such as outdoor play equipment and involve the club in general school communication. The head teacher and governor of the school are involved in the recruitment of club staff. The provider has also introduced himself to a further setting in the locality with an invitation to work together.

Staff are using the self evaluation form as a working tool to evaluate their practice. Meetings are held during the week to look at what has gone well and where they think improvements can be made. This process is intended to be ongoing. Areas for improvement have been identified along the way and changes made to support good outcomes for children. Parents are encouraged to give feedback about the service.

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

Children are happy, settled and engaged in their play at the setting which is welcoming and friendly. Staff interact with the children, join in with the activities and support them in areas they find challenging. Children have choices regarding what activity they want do or which toys to play with. Children of different ages play well together, the older children are seen supporting the younger ones and their behaviour is good. Children make good progress in their learning and development. Suitable observations are recorded against each of the areas of learning. However, the systems the setting uses do not clearly demonstrate what they are going to do to support children to move to their next steps and, staff do not always explore the full value of activities provided, for example some adult-led activities as at the time of the inspection lacked inspiration.

A suitable range of activities are provided, including free play and adult-led activities. Children enjoy being creative and draw and colour at the creative table. They cut and stick as they make Xmas stockings. Staff praise the children for their work which is displayed on the wall if they agree. Outdoor play is a daily occurrence if the weather permits and a wide range of resources are available. Children enjoy playing imaginatively with the small construction bricks where boats are added for extra interest, this type of activity encourages children to problem solve as they look at ways to support the brick built spiral staircase for example. The library area is a comfortable place where children can indulge in a few quiet moments. Children chat to each other and staff during activities promoting their communication skills. Planned activities support children in developing their knowledge and understanding of the world, for example, the recent project about 'Dinosaurs' was extended due to the children's interest and continued learning.

Children learn about leading a healthy lifestyle through the routines in place at the club, for example they are reminded to wash their hands before and after eating and at other pertinent times during the session. Snacks contain healthy items such as apple and carrot pieces, cheese and bread sticks, followed by yoghurt. Children learn about safety through clear boundaries and explanations by staff. They learn how to prevent injuring themselves, for example by safety talks relating to art and craft tools. They show that they feel safe as they are comfortable to approach staff and to ask them to join in with an activity. Supervision of the children is effective but does not hinder children's independence. Children enjoy daily opportunities, weather permitting, to play outdoors and be in the fresh air. They help themselves to water from the water fountain throughout the session to ensure they remain hydrated.

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?	2
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?	2
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	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	1
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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