

Cestria Extra

Inspection report for early years provision

Unique reference number EY394866
Inspection date 18/01/2010
Inspector Eileen Grimes

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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

Cestria Extra has been registered since July 2009. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from within Cestria primary School close to local amenities. The club primarily serves children from the school, although children from other schools also attend. Children are grouped in rooms according to their age range and use the hall IT suite and classrooms within the infant and junior building. Children have free access to outdoor play.

A maximum of 80 children may attend at any one time. The setting is open each weekday from 7.45am to 9am and from 3pm to 6pm during term time and from 7.45am to 6pm during school holidays with the exception of public holidays and the Christmas holiday period. There are currently 120 children on roll, aged four to 11 years. There are systems in place to support children with English as an additional language and children with special educational needs and/or disabilities.

The setting employs 12 members of child care staff. Of these, seven hold an appropriate early years qualification and three are currently working towards a level 3 qualification. The setting receive support from the local authority early years advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a light, bright, well organised and resourced environment. It is a setting in which all children are welcomed and included and it meets their needs soundly. The leadership and management ensure a happy and caring environment. Overall, the leadership and management demonstrate good practice in their effective links with parents and with the local Primary School. The children feel safe and a wide range of policies and procedures are in place to help to ensure their health and well-being, including safeguarding procedures. All of the necessary documentation is in place, however, the systems to evaluate the provision are not yet fully developed.

What steps need to be taken to improve provision further?

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

- develop observations to clearly illustrate how the setting works with other agencies
- develop resources and activities to reflect the cultural diversity of society
- develop self-evaluation to show how areas for improvement are identified and addressed.

The effectiveness of leadership and management of the early years provision

The sound leadership and management of the setting is demonstrated in several ways. A wide range of policies and procedures are in place and are linked to the welfare requirements. These are easily accessible to parents.

There is a wide range of activities for the children. While being encouraged to work with children of other ages, discrete provision for those under the age of eight years is developing, aided by appropriate staff training. This enables the children to proceed towards the early learning goals. The setting has started to record children's progress against the six areas of learning through the use of observations. However, these are not being linked to their knowledge of children from other settings, and used to plan for their next steps.

The group has established a sound partnership with Cestria Primary School and the good liaison extends to the school sharing children's levels with the setting. However, this is currently on an informal and adhoc basis. Staff work well as a team to provide appropriate provision and a supportive learning environment. The good adult ratio means that the staff know all of the children well and positive relationships are fostered. Parents value the approachability of staff, the way their views are taken into account and the regular verbal updates on progress. The secure building, and checks of equipment and resources help to ensure that children are safe in the setting. Children are safeguarded from harm because staff have a sound understanding of their responsibilities with regards to child protection issues. They are able to recognise the possible indicators of abuse and the setting's safeguarding policy is available for parents. Effective assessments are undertaken to minimise any risks to the children's safety, both on the premises and for outings, and policies and procedures are in place to show how the service operates.

The manager understands through her involvement with all aspects of the setting's work, that some improvements can be made to the quality of provision. At present, staff's self-evaluation of their practices are at the early stages of development and a focus on this will help to move the setting forward.

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

All children are happy and settled within the club. They have positive relationships with the staff who care for them and are offered a balance of both free-play and adult-initiated activities which gives them variety and ensures they are well occupied. For example, they take part in craft activities and choose freely from other resources, such as board games, computer games and a wide range of other activities. They enjoy playing table tennis with both peers and staff, and accurately record sessions and results. They learn about technology as they access the computers and other forms of technology. They are able to sit and relax when they need to in the book corner, and other quiet areas. They are beginning to develop

an understanding of the wider community, and there are some resources available which reflect different cultures and religions. However, these are currently limited.

Children have developed sound relationships with their peers. The older children are good role models for the younger ones to follow. For example, they provide support for them during activities, such as completing games, and all children behave well and play cooperatively. For example, they readily share resources, such as taking turns with the computer and cooperate in board games. They have been involved in drawing up the rules for the club. This ensures they are fully aware of the boundaries and feel safe in knowing what is and is not acceptable behaviour. Children acknowledge their achievements and the achievements of others, and are clearly proud of these.

Staff are very effective in helping children to develop their understanding of keeping themselves safe and healthy. They encourage them to learn about dangers in society through talking about 'stranger danger', and as staff remind them to walk carefully to the toilets. The children know to wash their hands before eating, to use a tissue if they sneeze and put this in the bin afterwards to prevent the spread of infection. They enjoy fresh air and develop their physical skills as they play outside. They are able to use the large open space for organised sports, and free play within the smaller yard area, includes a wide range of fixed equipment to develop a breadth of physical skills. They learn about eating healthily as they prepare and eat a light tea, making wraps with various healthy fillings together. A bowl of fruit and drinks of water and juice are provided at all times for them to access if they feel hungry or thirsty.

Children settle well and enjoy learning. Children's concentration and interest are promoted by the staff's reassurance and effective involvement in their activities and routines. Children have a very enthusiastic attitude to learning and relish their time in the setting. Staff are beginning to embrace the Early Years Foundation Stage positively and are beginning to make observations of children during their play. These observations are used to plan their next steps, coupled with information gathered from parents and carers about the child in the home environment, and information from school. Children make good progress across the six areas.

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	3
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: Met

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