

COSH

Inspection report for early years provision

Unique reference number 500058
Inspection date 27/11/2009
Inspector Clare Henderson

Setting address Chorlton Park Primary School, Barlow Moor Road, Chorlton,
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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

COSH out of school club is managed by a voluntary committee of parents. It opened in 1992 and operates from a room in Chorlton Park Primary School. It has access to the school halls. A maximum of 32 children aged under eight years may attend at any one time. The club currently takes children from four years of age and also offers care to children aged eight years to 11 years. There are currently 62 children on roll, of these 30 are under eight years and of these five are within the early years range. The club supports children with special educational needs and/or disabilities. It is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The breakfast club operates from Monday to Friday from 8am until 8.50am and an out of school club takes place from 3.20pm until 6pm during school term time.

There are six members of staff who work directly with the children. Of these one holds an appropriate level three qualification, three staff are working towards a relevant level three qualification and three hold a relevant level two qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, secure and settled at the out of school club where they are provided with a reasonable selection of age appropriate resources and play opportunities which meet their needs and interests. The member of staff with management responsibility for the after school club holds the required level three qualification. This requirement is not currently met during the before school provision where the supervisor is qualified to level two. However, she is currently working towards the required level three qualification. Also, the setting has limited information-sharing systems with the school the children attend. Staff carry out observations of children's learning to inform planning for those children within the early years age group but these are not shared with school staff in order to complement the care and education children already receive. Self-evaluation is in the early stages of development and the management has a satisfactory capacity to improve further.

What steps need to be taken to improve provision further?

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

- ensure that all supervisors and managers hold a full and relevant level 3 qualification as defined by the Childrens Workforce Development Council (CWDC) (Suitable people) (also applies to the compulsory part of the Childcare Register) 09/02/2010

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

- provide staff with further training in the Early Years Foundation Stage (EYFS)
- establish effective information sharing with the school to ensure that the planning, observation, assessment, and delivery of the EYFS complements the care and education children already receive
- establish systems for self-evaluation to reflect on practice and improve the outcomes for children.

The effectiveness of leadership and management of the early years provision

The manager and staff have a good understanding of the safeguarding policy and procedures and implement these appropriately to ensure children's well being is given priority. The club provides an inclusive and welcoming environment where all children are settled and involved. Children are kept safe and secure as they play in the designated rooms and outdoor play area. High staffing levels ensure staff are suitably deployed, so children's safety is monitored, especially when playing in the hall and outside. The management have systems in place to ensure the suitability of those adults working directly with the children. All suitability checks have been made and the required records are maintained. Although the after school provision is led by a supervisor with this higher qualification the before school provision has not ensured this requirement has been met. However, this issue is being addressed as three members of staff are currently working towards the higher level three qualification.

Self evaluation is in an early stage of development although the manager is able to demonstrate through discussion the need for self-evaluation and how this will be completed. Staff update their skills and knowledge by attending training on subjects such as safeguarding children and first aid. However, most staff have limited training in understanding and using the Early Years Foundation Stage framework.

The manager and staff have established links when collecting children from school, whereby important information is passed from teaching staff to the out of school club. However, there is no information shared regarding the Early Years Foundation Stage educational programme for the early years children to enable the out of school club to complement the care and education children already receive. Parents are happy with the out of school club and explain how much their children enjoy coming.

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

Children are able to choose which resources they play with and spend periods of time busily engaged in creative activities inside. The children access resources that meet their individual needs and interest. They independently help themselves and

express their preferences in relation to what activities they want to do. The club assesses children's learning through observations they keep in 'memory books'. However, these are not used sufficiently well to complement children's learning because they are not shared with school staff. Personal, social and emotional needs are well met, as children are happy, sociable, confident and self-assured. Children are well behaved, and receive praise and encouragement for their efforts and achievements which contributes positively to their self-esteem and confidence.

The environment is warm and welcoming for all children. They are given equal opportunities to become fully engaged in meaningful activities and play opportunities, both indoors and outside. Children develop friendships and mix well with older children who help and support them as they play. Their language skills develop well as the adults encourage them to think and respond as, for example, they make buddy and star of the week charts. Children are given time and space to express their views and opinions, which supports their self-esteem and helps them to feel included. Opportunities are available to develop physical skills which support healthy living by playing outside in the safe play area. They play bat and ball games using the school basketball facilities or go on nature walks in the local park. They are helped to stay safe and explain how they wear reflective jackets outside to be 'seen and keep safe'. A good variety of snacks and drinks are offered to the children and they are often involved in making healthy snacks such as fruit kebabs. They celebrate a wide range of religious and culture traditions through cookery and creative work such as drawing and painting. This extends their understanding and tolerance of each others beliefs effectively.

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	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	2
The extent to which children feel safe	3
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:

Not Met (with actions)

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

Met

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 supervisors and managers hold a full and relevant level 3 qualification as defined by the CWDC (Qualifications and training) 09/02/2010