

SKIPS Out of school

Inspection report for early years provision

Unique reference number

EY272267

Inspection date

19/01/2010

Inspector

Judith Anne Kerr

Setting address

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

SKIPS Out of School and Holiday Club has been registered since 2003. It is operated by a private provider in the Servite Parish Centre in the Salford area of Greater Manchester close to shops, schools, parks and public transport links. The setting is open each weekday from 7.30am to 8.45am and 3.05pm to 5.30pm during term time. In school holidays opening times are 8.30am to 5.30pm. Children have access to the main hall, bathroom facilities and the adjacent enclosed school playground.

The setting is registered to care for a maximum of 40 children at any one time. There are currently 15 children on roll on the Early Years Register who attend on different placements. The setting is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The setting currently supports a number of children who speak English as an additional language.

There are eight staff who care for the children. Three of the staff are appropriately qualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Staff are not sufficiently familiar with the Early Years Foundation Stage (EYFS) and their role in meeting the specific legal requirements. Therefore, they are unable to effectively support the development, learning and care of young children which means that not all children's needs are met. Agreeable working relationships have been established with parents and others. There are no systems in place to evaluate the setting to identify any strengths or areas for improvement.

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:

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare) (also applies to the compulsory and voluntary parts of the Childcare Register) 20/01/2010
- notify particulars of any change to the person who is managing the early years provision (Suitable people) (also applies to the compulsory and voluntary parts of the Childcare Register) 13/02/2010

- develop an action plan that sets out how staff training and qualification requirements will be met (Suitable people) (also applies to the compulsory part of the Childcare Register).

13/02/2010

To improve the early years provision the registered person should:

- extend opportunities for the development of children's independence skills at snack times and in craft activities
- review the systems to detail the arrival and departure procedures for visitors
- practise regular fire evacuation drills.

The effectiveness of leadership and management of the early years provision

The staff demonstrate a suitable understanding of safeguarding procedures to ensure children are protected from harm and abuse. In addition, they receive ongoing safeguarding training in order to keep their knowledge up-to-date. They are aware of their responsibilities to ensure that any concerns are handled promptly and reported to the relevant agencies. Appropriate risk assessments are in place to enable children to play and learn in safe indoor and outdoor environments. However, a record of visitors to the premises is not consistently maintained. The providers have failed to notify Ofsted that the manager has left and there is no new manager in place and, in addition, insufficient staff are appropriately qualified. Although consent to administer medication is requested from parents, specific permission for each and every medicine is not sought. These are all requirements in regulations. In addition, the requirements for meeting the conditions of registration are not consistently met. This is an offence against a specific legal requirement in the Statutory Framework for the EYFS. Ofsted does not intend to prosecute on this occasion.

Adequate systems are in place to ensure staff are suitable for their role. Staff work well together as a team and know each of the children as individuals. Regular staff appraisals highlight areas for future development and enable training needs to be identified. There are no self-assessment systems to monitor the quality of the provision and identify areas for development.

Staff establish positive links with parents and information is regularly shared regarding children's general care, learning and development. Parents receive copies of the policies and procedures which underpin the care their children receive and a keyworker system contributes to the sharing of information and parents' role within this. Parents are involved in children's ongoing learning. Appropriate systems in place share information where children receive education in more than one setting, for example, school.

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

The staff have undertaken training to develop their knowledge and understanding of the underlying principles of effective early years practice. They show a sound understanding of the early learning goals and the need to provide activities and experiences to support and extend children's learning and development.

Consequently, appropriate systems are in place in relation to planning and assessment. Children's progress is monitored through photographic evidence and written observations. Assessments are used to identify the next stages of children's learning and are linked to the framework to help track children's progress towards the early learning goals. Sessions are organised to provide children with a balance of child-led activities and adult-directed play. Activities are adapted to ensure that all children can participate.

Positive and caring relationships exist between the staff and children. As a result, children are confident around staff and happily share information about their day and special family events. Children's behaviour is ably supported by the staff who get to know each child and are then able to respond to their individual care needs. Children confidently make their own choices from the range of resources which are set out each day which helps them to develop confidence and independence as they learn to make their own decisions. However, opportunities to develop self-help skills are not fully promoted, for example, during craft activities and at snack times.

The children explore with creative, sensory materials, such as glue, glitter, feathers, chalk, wool and paint which makes learning fun. They enjoy making Venetian masks, decorating biscuits and ceramic mugs and knitting activities. Trips to the park provide opportunities for children to enjoy climbing, balancing and to swing and slide on the equipment. They further develop their physical skills as they handle small tools, such as glue sticks and paint brushes. Children enjoy visiting the animals in the farm which helps them to consider the needs of other living things. Visits from the ambulance and fire service prove very popular with the children. Resources, such as play figures and books help children to understand the wider world in which they live and increase their awareness of diversity. Staff make some use of children's home language to help them feel included and valued.

Children behave generally well, know what is expected of them and are polite and courteous responding to staff instructions when required. They talk to their friends and enjoy a variety of healthy snacks from the menus which are displayed. Fresh drinking water is available at all times. Clear routines, such as hand washing before eating and baking, are promoted to minimise the risks of cross infection. Children learn about safety through discussion and everyday routines. For example, they discuss road safety and are made aware of the risks in talking to strangers. However, the infrequency of practising the evacuation procedure results in some children being unaware of what to do in the event of a fire.

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	4

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	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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
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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:

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:

- take action as specified on the Early Years part of the report (CR4.1, CR8 and CR10). 13/02/2010

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:

- take action as specified on the Early Years part of the report (CR8 and CR10). 13/02/2010