

Windmill Club

Inspection report for early years provision

Unique reference number

EY382110

Inspection date

10/05/2010

Inspector

Victoria Gail Halliwell

Setting address

Holland Moor Cp School, Cornbrook, SKELMERSDALE,
Lancashire, WN8 9AG

Telephone number

01695 725062

Email

head@holland.lancsngfl.ac.uk

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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

The Windmill Club at Holland Moor Primary School, Skelmersdale was registered in 2009 and has the full use of a self-contained unit within the school. There is a large fully enclosed area for outdoor play. The setting offers an after school service for up to 32 children who attend the school and operates from 3pm to 5.45pm each school day during term-times. There are currently five children aged from three to under five years on roll, some in part-time places. The setting also offers care to children aged from five to 11 years. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are six members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 2; four staff, including the manager, hold level 3 qualifications. The staff who care for the children also work in the school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time at the setting; they make meaningful choices about how they spend their time and demonstrate a very strong sense of belonging. Children's individual needs are effectively met by staff who know the children well and foster relaxed and informal relationships, which help children feel safe and secure. Staff provide good levels of support and partnerships with the school are strong, which helps promotes continuity in children's care and learning. However, partnerships with parents are less well developed. Staff informally reflect on the effectiveness of some aspects of the provision, but there is no formal process of self-evaluation.

What steps need to be taken to improve provision further?

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

- further develop partnerships with parents by improving the accessibility to policies and procedures, by providing further information about the range of activities, and by providing opportunities for parents to review records of their child's development
- further minimise the risks to children when the cooker is in use
- develop an effective system of self-evaluation which clearly identifies the setting's strengths and priorities for future development.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. All staff are knowledgeable about child protection issues and are clear about their role and responsibility to record and report their concerns in accordance with the setting's safeguarding procedures.

Designated and experienced staff are available to provide support and implement appropriate procedures to protect children from possible harm. Children are well supervised and staff provide clear explanations to raise children's awareness of potential hazards and ways in which they can keep themselves safe. The setting's risk assessment is documented and thorough daily checks are completed by the staff, who routinely take action to minimise identified hazards, ensuring children can move around and play safely. Staff are aware of the hazards associated with the cooker, which is located in the main play area and are vigilant when preparing hot food. For example, the take steps to limit children's access and clearly explain the potential risks to the children; however, the possible hazard remains.

Children benefit from a very well-resourced child-centred environment, where they can move freely, making meaningful choices about how they spend their time or relax after their day at school. A stimulating and inviting outdoor play area is also available and children move freely between both areas. Staff are deployed effectively and work flexibly in this child-led environment. Effective team working and good communication ensures children are well supervised as they move freely around the premises. The manager works directly with the children leading the staff team by positive example and retains day-to-day management responsibility. Further management responsibilities, for example, staff recruitment, are shared with members of the management committee. A detailed operation plan is available, which includes a comprehensive range of written policies and procedure which were devised at registration. The setting's capacity to drive and maintain continuous improvement is satisfactory. Opportunities for staff training and development are good and staff routinely reflect on the day-to-day delivery of activities and make changes which improve outcomes for children; for example, reviewing the provision of resources or the organisation of mealtimes. However, systems to evaluate the effectiveness of other aspects of the provision are not sufficiently developed.

All staff are currently employed by the school and know the children who attend the setting very well. They provide an inclusive service and actively promote equality and diversity. Staff liaise regularly with class teachers and the reception class teacher works in the setting three evenings a week, which helps ensure progression and continuity in children's learning and development. Staff also understand the importance of working closely with other agencies to ensure individuals receive the support they need. Mutually respectful relationships with parents are evident; parents routinely enter the setting and observe first-hand the activities provided. They receive a basic welcome booklet which includes details of the setting's complaints procedure and advises that additional policies are available. However, these are not easily accessible and there is limited information displayed for parents. Parents are warmly welcomed into the setting and relaxed relationships encourage them to share information verbally, but limited information is provided in respect of children's achievements and progress.

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

Children thrive in a caring and inclusive environment where their personal, social and emotional development is continuously promoted. Children have strong attachments with key staff. They know who their key person is and confidently seek them out to share experiences and talk about their time in school. Staff respond warmly to the children. They listen with interest to what they have to say and quickly identify children who need additional support or reassurance. Staff are excellent role models who encourage older members of the group to nurture the emotional wellbeing of the younger children. Consequently, children implement their own informal mentoring system which promotes excellent relationships and good behaviour throughout the setting. Children are very well nourished and are learning to make healthy choices about what they eat. Staff provide a range of healthy and nutritious snacks, such as tortilla wraps with a choice of fillings and salad. Snack time is a positive social experience and children interact quietly with their peers while they eat in small groups. Provision for outdoor play is excellent and children eagerly explore the outdoor environment, using challenging apparatus to practise and refine their climbing and balancing skills.

Children also benefit from a well resourced and accessible indoor learning environment, which effectively supports their continued learning. Children confidently select preferred resources and tidy away play materials they have finished with. The environment is well organised, attractively presented and subtly promotes all areas of learning, consequently, children are active and inquisitive learners. They play with imagination, building an emergency headquarters and using a selection of vehicles and small figures to act out emergency situations with their peers. They use information and communication technology with increasing skill and approach new experiences with enthusiasm, confident that staff or older children within the group will provide assistance or explain how the computer software works. Children also have excellent opportunities to develop their appreciation of books, which are well presented in an attractive lounge area where children can relax in comfort after their day at school. The spacious surroundings facilitate an excellent range of child-led activities and experiences simultaneously.

Staff know individual children very well and children benefit daily from complementary activities which enhance their learning at school and help them develop key skills for the future. Each child's key person completes regular observations, and clear systems to monitor children's progress are emerging. For example, staff are developing a matrix table to monitor individual children's progress in each area of learning and development. Children's self-esteem is expertly fostered, consequently, children are proud of their achievements. They contribute enthusiastically to their development files, completing their 'all about me' booklet and taking particular care with their creative work so they can add it to their file.

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	3

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	3
The effectiveness with which the setting deploys resources	2
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	3
The effectiveness of partnerships	2
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	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----