

Inside Outside Childcare Ltd

Inspection report for early years provision

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EY398948

Inspection date

10/03/2010

Inspector

Rosemary Beyer

Setting address

St. Gregorys Youth Adult Training Centre, Stanks Gardens,
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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

Inside Outside Childcare Limited originally opened in 1992 and is privately owned by a non-profit making company and re-registered in 2009. The provision is registered to care for a maximum of 40 children at any one time, and is currently caring for three children in the early years age group. The provision also offers care to children aged over five to 16. This provision is registered by Ofsted on both parts of the Childcare Register. The provision also operates occasional crèche facilities, which are also registered on the voluntary part of the childcare register. The provision operates from two play rooms and a hall, within St. Gregory's Youth & Adult Centre, in Stanks, Leeds. The out-of-school club serves children who attend several local primary and high schools. The out-of-school club is open five days a week, Monday to Friday from 7.30am to 9am, and 3pm to 6pm, during term time; and 7.30am until 5pm during the school holidays. Access to the premises is via a ramp and the provision has the use of two outdoor play areas, both of which are enclosed. The setting supports children with special educational needs and/or disabilities. There are five members of staff who work directly with the children, three of whom hold appropriate childcare qualifications. The setting is supported by the local authority and the local Inclusion Unit which supports children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good knowledge of the children, which they use to ensure that the children's individual needs are met successfully and their welfare is promoted. The children are safe and secure at all times and enjoy the positive encouraging environment where they can play and learn. Partnership with parents, schools and other agencies is a key strength, ensuring the children's needs are met and they receive any additional support they need.

The staff do not use a self-evaluation procedure to monitor the setting but have regular staff meetings where they discuss any future actions or developments. Parents have been consulted by questionnaire; both they and their children are free to comment about the setting, to ensure it is responsive to their needs.

What steps need to be taken to improve provision further?

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

- develop the fire evacuation record to ensure that all children are familiar with the procedure and any problems are addressed
- ensure staff have up-to-date knowledge of local safeguarding procedures
- develop a self-evaluation process to ensure the setting meets the needs of all its users
- include notification of Ofsted in the uncollected child policy.

The effectiveness of leadership and management of the early years provision

Comprehensive policies and procedures are in place to ensure the safe and efficient management of the setting. Robust systems are in place for the appointment of staff, although few new staff have been employed recently as most have been with the group for years. They work very well together, and have a good understanding of their roles and responsibilities.

Risk assessments are completed and regularly reviewed, both for the premises and accompanying children to and from schools. Fluorescent vests and arm bands have improved their visibility and reduced the risk of accidents near the road. Since the last inspection improvements in security of the premises have also enhanced the children's safety. The emergency evacuation procedure is on display and practised with the children; although, records do not include sufficient information to enable the staff to effectively monitor the drills to ensure all children become familiar with the procedure.

The staff provide a wide range of appropriate resources from which the children are able to choose, and informally plan activities to take account of their interests and suggestions. The staff work closely with schools and outside agencies, providing opportunities to support the children if asked to do so; they do not monitor the development of the children in the early years age group, as this is undertaken by the schools. However, the staff do raise concerns should any arise.

The children's welfare is promoted effectively by the implementation of good hygiene practice, a healthy diet and safeguarding procedures. Staff have undertaken training in the past and have a good understanding of child protection, although the local procedures have changed. They have clear procedures for allegations being made against staff in writing, including the notification of Ofsted, but this is not included in the uncollected child procedure. The staff are however aware of the fact that Ofsted must be notified of any significant events or changes.

The staff have not yet developed a self-evaluation procedure although they have provided questionnaires for parents: those which were returned were very positive. They speak to both parents and children on a day-to-day basis, so any suggestions or concerns are raised verbally. The children consulted during the inspection are very happy with the care they receive; they like the staff and the fact they can choose what to do. Staff have plans to access future training to enhance their knowledge and understanding of child development.

The partnership between the staff and schools ensure that the children's needs can be met, and any concerns are addressed. Outside agencies are involved wherever necessary and the Inclusion Unit provides support to the setting. All children are welcome and their care is adapted to suit their individual needs. Staff have experience of caring for children of different cultures, religions and learning needs. Dietary needs are considered when devising the menus, and parents' wishes are respected.

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

The children are very settled and comfortable with the staff. They are building good relationships with them and the other children. They behave well and have helped to develop the house rules which are displayed on the wall. They all know what is acceptable behaviour and cooperate well; they take turns with their games, and the older ones assist younger children if they have difficulties. To develop independence the children are able help set the table, pour the drinks and serve the food; some days they help to prepare their snacks. The setting promotes healthy eating and provides food in line with local authority guidance.

The children learn about good hygiene and happily go to wash their hands before having their food. They are aware of the need to prevent the spread of infection by covering their mouths when coughing or sneezing, and washing their hands after personal care.

Each day the children walk to and from school, implementing good road safety practice to keep themselves safe. They have the use of secure play space at the centre with a good range of resources and equipment where they can have fresh air and exercise. Fire drills are held but not all the children know what to do as they attend on different days.

The children are free to choose what they wish to use, and during the inspection most of them were drawing. They have a series of books to show how to draw specific things, but there are also a wide range of mark-making materials available so they can use their imaginations. Other children used the construction blocks or the role-play resources. They were also making Mothering Sunday cards during their time in the group.

The children spoken to during the inspection are very happy with the activities and know they can make suggestions for new resources. All children are treated as individuals whatever their needs and those who need additional support are welcome to attend. The facilities are suitable for children with mobility problems, and staff have experience of caring for children with special educational needs and/or disabilities.

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