

Schools Out Amberly Slope

Inspection report for early years provision

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Inspector Andrew Clark

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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

Schools Out Amberly Slope opened in 2001 and is run by a private company. The club operates from an accessible mobile classroom in the grounds of Werrington Primary School in Peterborough. The setting supports children with special educational needs and/or disabilities. A maximum of 32 children aged from four to eight years may attend in any one session. Older children may also attend. There are currently 51 children on roll of whom 33 are under eight years. Of these, six children are in the Early Years Foundation Stage, of whom none are in receipt of funding for nursery education. The sessions run from 8am to 8.45 am and 3pm to 6pm five days a week during term times. It also operates during the summer holiday. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are six members of staff. The manager holds an NVQ Level 3 qualification as do over half the other staff. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision meets the needs of the early years children well. Children are happy and engaged from the moment they enter the building. It is an inclusive setting where everyone, including those with special educational needs and/or disabilities, achieves well. The manager leads her staff well and everyone contributes to the caring and stimulating environment. The club is well placed to continue to improve because of the staff's commitment to continued professional development and the good relationship with parents and carers.

What steps need to be taken to improve provision further?

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

- improve assessment procedures to plan precisely for children's next steps in their learning
- improve systems to monitor and evaluate staff's performance to include the quality of their interaction with children

The effectiveness of leadership and management of the early years provision

The knowledgeable enthusiasm of the manager is shared by all her staff. The setting works in close partnership with other providers to develop staff's expertise and skills. As a result, the leader successfully embeds ambition and involves all staff in driving improvements. Comprehensive self-evaluation procedures draw well on the views and opinions of children, parents and staff. This has led to good improvements to provision since the last inspection and ensures resources are

deployed well. However, systems to regularly monitor the quality of the staff's interaction with children are not fully embedded to ensure the highest standards are always reached. Staff have clear roles and responsibilities and this contributes to the smooth running of the club.

There are good policies to promote equality and diversity and this is evident in progress all children make regardless of ability or background.

Children's welfare is paramount. All staff are qualified in first aid for young children. There are robust procedures to ensure staff are suitable to work with children and have a good knowledge of safeguarding procedures and how to keep children safe. They ensure that the premises are safe and secure through regular risk assessments. They involve children well in keeping the club orderly and organised. There are good standards of record keeping and policies are up to date and readily available to parents and others.

The partnership with parents and other providers is good. Parents find staff very approachable and appreciate the care they show their children. They welcome the good range of information they receive. The setting has close links with the school children attend. This makes a good contribution to the development of the staff's professional skills and the range of available resources.

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

Children enjoy coming to the club because of the wide range of exciting things to do and the chance to relax in a bright and comfortable setting. There are good systems for welcoming new children and keeping parents well informed about their progress. Children say they feel safe and are well behaved.

Staff make regular observations of children's achievements but this is not yet fully developed to regularly guide the next steps for children's learning. They have a good knowledge of the learning needs of young children and provide a stimulating environment as a result. The rooms are arranged well allowing easy access to many resources and good procedures to involve children in organising and tidying their own activities. There is a good balance between activities children chose for themselves and those led by adults. This makes a good contribution to the development of children's skills for their future learning and their positive attitudes.

Children's healthy lifestyles are promoted well. The club provides a very good range of healthy snacks throughout the session. Children suggest ideas for the snack menu. Water and healthy fruit juices are freely available. Staff make snack times a friendly and social occasion, which promotes children's emotional and personal well-being as well as reinforcing the value of healthy eating. There are well established routines to encourage high standards of hygiene and cleanliness.

Children benefit from secure outside spaces where they participate in many different activities, which promotes good development across all areas of learning,

although there is limited climbing equipment. The friendly enthusiasm of all adults and their full involvement in children's games and role play leads to high levels of self-confidence and good collaborative work.

Children contribute to many attractive displays through interesting craft activities which develop skills and independence. These include work on some major festivals such as Christmas, Easter, Divali and Chinese New Year, therefore children have a deeper understanding of the world around them. Children with a special educational need and/or disability are fully integrated into the club and participate in all activities. They receive well planned support from the special educational needs coordinator. There are well planned, and very comfortable, areas for children to sit and relax. They have a range of books to read or DVDs and computer games to interest them.

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	2

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	2
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	2
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

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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

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