

Children's Choice Childcare

Inspection report for early years provision

Unique reference number EY362060
Inspection date 03/03/2010
Inspector Alan Parkinson

Setting address Seymour Park Primary School, Northumberland Road,
Manchester, Lancashire, M16 9QE

Telephone number 07717 855200

Email

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

Children's Choice Childcare was registered in 2007. It operates from the community room and dining room within Seymour Park Primary School. Toilet facilities are integral. There is a small garden area, the school playground and an adjacent recreational park available for outdoor play. The setting caters for children who attend the school and others from the local community. The out of school club opens after school each day from 3pm until 5.45pm. The holiday club runs five days a week from 8am until 5.45pm during school holidays, closing all statutory bank holidays and for two weeks over the Christmas period.

A maximum of 30 children aged under eight years may attend the setting at any one time. The club currently takes children from three years of age and also offers care to children aged eight years to 16 years. There are currently 30 children on roll. Of these, 19 are under eight years and, of these, six are within the Early Years Foundation Stage. The setting supports children with special educational needs and/or disabilities and also children who speak English as an additional language. The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

There are five members of staff, including the manager, who work directly with the children. All members of staff hold appropriate early years qualifications to at least level 2; two members of staff are qualified to level 3 and the manager is qualified to level 4. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's Choice Childcare is effective in meeting the needs of children in the Early Years Foundation Stage. The good leadership and management ensure that staff are effectively deployed and inclusive practices promoted. This well-organised setting provides an environment in which the children feel safe and are well supported. Overall, self-evaluation processes and systems reflect a good understanding of the strengths and weaknesses of the setting and identify priorities for future development. The capacity to make further improvements is good.

What steps need to be taken to improve provision further?

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

- develop the involvement of parents in self-evaluation to improve further the outcomes for children
- ensure that details of all fire evacuation drills are recorded in the fire drill logbook and ensure the entrance to the setting is secure at all times.

The effectiveness of leadership and management of the early years provision

Recommendations from the previous inspection have been addressed satisfactorily. The setting has the necessary policies and procedures in place for safeguarding children and all relevant safeguarding checks on staff have been carried out. Staff are conscientious and suitable procedures are in place to supervise children and monitor their arrival and departure, although the entrance door is not always secure. Although regular fire drills are carried out, full details are not always recorded.

All staff are involved in the self-evaluation processes that are used to inform future planning. Although there is little evidence of parental views being sought, children have the opportunity to contribute to this process and their comments are used to help improve the provision. However, the system is not yet fully utilised to set clear measurable targets for improvement.

The setting has established a good rapport with parents and carers and school staff. Discussions with parents show that they are happy with the provision. The registered person has established good links with the local authority, to support the setting and provide additional resources to help develop the provision. This has impacted positively on outcomes for children. The setting also works well with other agencies to meet the individual needs of children.

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

Children are well supported by members of staff, who provide encouragement and continually engage children in conversations, thereby helping to develop their social skills and sense of belonging. Children make choices about their learning by selecting from an appropriate range of resources in this well-organised setting. The resources and equipment are suitable and enable children to be creative and physically active and have a wide range of experiences both indoors and out. All of the children are fully engaged in a range of different activities during the session and discussions with them show that they enjoy their time here. Children develop a wide range of skills and demonstrate that they are able to work independently and also work well with others through their activities. For example, they show developing dexterity and social and mental skills as they challenge each other at a construction game with wooden blocks. The wide range of resources available provides activities that stimulate the children and help them to develop their communication, literacy, numeracy, and information and communication technology skills well. For example, they practise their numeracy skills when measuring ingredients for baking. The children also enjoy trips that are arranged during the holidays. For example, the recent trip to the Museum of Science and Industry in Manchester widened children's experience of the world in which we live. The indoor community room and outdoor area provide stimulating environments for the children to play in. Good displays of children's work, such as their work on 'mini beasts', help to make the main community room a pleasant

environment. Effective systems are in place to monitor and record the achievement and progress of children in the Early Years Foundation Stage. Each child's progress is recorded in their 'My learning journey' folder.

The children clearly know the setting's routines from the registration session in the outdoor covered area and the main community room, to being signed-out when collected by parents and carers. At snack time they are all seated at tables, thereby helping to promote and develop their personal and social skills. Children show good manners through use of 'please' and 'thank you'. They also help to clear away the plates and cups from their snacks and tidy the resources before they leave the setting. The healthy food choices, the outdoor play areas and the good hygiene routines, such as washing hands before snacks, all contribute to developing and encouraging healthy lifestyles.

All children demonstrate a sense of belonging through their support for each other and the confidence they show when speaking with adults and each other. Behaviour is generally good and any minor disagreements are immediately and effectively dealt with by staff. During the registration session in the community room, the children sit together very quietly and have the opportunity to share news and experiences. The setting also uses this time as an opportunity to get feedback directly from the children and for the children to select their afternoon snack.

Children's awareness of different cultures is developed through a range of experiences and opportunities. For example, activities link to different religious festivals. In addition, the range of books and activities available, such as role-play resources, dolls and dressing-up in clothes related to other countries, all help to promote a greater understanding of different cultures, and equality and diversity issues.

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	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