

Anchor Day Care

Inspection report for early years provision

Unique reference number 224776
Inspection date 26/02/2010
Inspector Felicity Cooper

Setting address Gladstone Primary School (Upper and Lower Site), Anchor Road, Stoke-on-Trent, Staffordshire, ST3 5EW

Telephone number 01782 233 003

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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

Anchor Day Care is one of two settings run by Daycare Nurseries Ltd. It opened in 2001 and operates from a detached house in the grounds of Gladstone Primary School situated in Longton, Stoke-on-Trent, Staffordshire. Children have access to a secure, fully enclosed outdoor play area. The setting provides a breakfast club from 7am until 9am and an after school club from 3.30pm until 5.45pm each weekday during term time. It is open daily during the school holidays from 7am until 5.45pm. The setting provides care for children from the host primary school and supports children who have special educational needs and/or disabilities, and those who speak English as an additional language. A maximum of 32 children aged under eight years may attend the club at any one time. The club currently takes children from three years of age and also offers care to children aged eight to 11 years. There are currently 28 children on roll. Of these, 19 are under eight years and of these, eight are within the early years age range. The club is registered by Ofsted on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. There are four members of staff, including the manager, working with the children, all of whom hold relevant childcare qualifications. The club receives support from a local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The good relationships which exist between children and adults create a warm, welcoming and inclusive environment so that all children feel secure and well cared for. Statutory requirements for supporting children's welfare are met to a high level. Well qualified and enthusiastic staff provide varied and interesting activities which are linked to children's learning. Currently, staff carry out detailed observations and assessments of children, which correctly identify the next steps in their learning. There is a good capacity to improve.

What steps need to be taken to improve provision further?

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

- use the information that staff gain from their observations of children's achievements to sharpen planning of activities and to ensure that they consistently cater for individual learning and development needs
- develop the outdoor provision in accordance with the action plan following the recent re-development of the site.

The effectiveness of leadership and management of the early years provision

Robust and effective policies and procedures are in place to ensure that children are well protected. Rigorous checks are carried out on all members of staff to

ensure that adults working with children are suitable. Staff undergo thorough induction training including safeguarding procedures so that they know what to do if they are concerned about a child's welfare. Security is good, as the club has only one access door and visitors are required to sign in following careful checking of identification. Staff are fully conversant with the setting's policies and procedures. All required documentation is maintained to a very high standard. Meticulous risk assessments are in place and a daily check of the premises ensures that the areas used by children are safe and secure.

The manager and the owner are currently reviewing the provision and have correctly identified the strengths and areas for improvement. For example, the outdoor area is currently being improved. Plans identify how this area will be used to improve outdoor provision and much new equipment is ready for use as soon as practicable. Although, self-evaluation is not yet fully established, the manager has begun to put into place a systematic process which involves all staff. The manager is committed to staff development and encourages them to attend a wide variety of courses so that training needs are met. The setting has taken appropriate steps to meet all of the recommendations from the last inspection.

Parents value the provision highly and praise the friendly relationship which they have with staff. Strong links have been formed with other organisations within the community. For example, the police and fire officers and the librarian are frequent visitors to the club. Links with the host primary school are developing well, enabling a two-way flow of information. The club is fully inclusive and there is good support for children who have special educational needs and/or disabilities. Displays and resources depict diversity in order to ensure children learn to value those that are different from themselves.

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

The accommodation is bright and stimulating. It is thoughtfully set out and equipment is easily accessible to children. As such, children are able to select resources independently. The many attractive displays of children's work show that individuals are valued and respected. The key worker system ensures that children have the support of a designated adult. As a result of friendly relationships and clear expectations, children behave well. They particularly enjoy being chosen as Star of the Week and wearing a special cap which they can take home for the weekend to show to parents.

Staff collect children safely from the school. On arrival, children are greeted individually and registers are checked. Staff are skilled in developing children's language as they ask open questions during circle time. Children are keen to contribute as they report their news from home or school. Children have access to a wide range of stimulating activities. The club is very well resourced and all equipment is of good quality. Children access computers and laptops where they practise and develop skills in preparation for situations in the wider world.

Staff observe and assess children carefully against the stages of development of

the Early Years Foundation Stage, so that next steps in learning are clearly identified. However, these are not always pulled through to planning or the subsequent activity to ensure individual learning and development needs are consistently met.

The club promotes healthy eating practices and children receive a well-balanced range of snacks. Children have contributed to interesting wall displays and have recently received an award for successful participation in the Smile Project, where they learnt how to look after their teeth. Children have a good understanding of how to keep safe because risks, such as, stranger danger are explained well, through displays and visits from the police. Children are well supervised by vigilant staff. Children learn to share and to take turns as they play. They are taught to consider the needs of others. For example, they have taken part in fundraising events including Children in Need and the British Heart Foundation.

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	1
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