

Rice Lane Infant & Nursery Out of School Club

Inspection report for early years provision

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| Unique reference number | EY400598 |
| Inspection date | 24/05/2010 |
| Inspector | Frank William Kelly |

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| Setting address | Lynwood Road, Rice Lane, Liverpool, L9 3AE |
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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.

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

Rice Lane Infant & Nursery Out of School Club was registered in 2009. It is one of three settings run by a private provider and is based within several rooms of Rice Lane Infant School, which is situated in the Walton area of Liverpool. There is a secure, fully enclosed outdoor play area and the premises has full disabled access and facilities.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates a breakfast and after-school club during term time and a holiday club during some of the school holidays. It is open each weekday during term time between the times of 7.45am to 9am and 3.30pm to 6pm, and from 8am to 6pm during the school holidays.

A maximum of 32 children may attend at any one time aged from three years and of these, 32 may be in the early years age group. There are currently 24 children in the early years age group and 23 older children on roll. The setting is able to support children with learning difficulties and/or disabilities.

There are four members of staff, three of whom hold appropriate early years qualifications. One member of staff is working towards an additional qualification and the setting receives support from the Early Years development team.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

On a day-to-day basis, children's needs are adequately met. They have good relationships with the staff, which means they are happy and confident in the setting. Staff ensure that there is a varied range of play opportunities, which children eagerly participate in after a long day at school. There is a system for observing and monitoring their progress in learning, although the formal records are generally not kept on the premises. This is one of several issues that is linked to the registered providers inadequate systems for self-evaluation and ongoing monitoring of the effectiveness of the setting. Consequently, several regulatory requirements are not being met. These include essential records not being maintained, the certificate of registration not being available and an inconsistent approach to vetting the staff. However, children's individual essential needs are met as the staff ensure that parents are sufficiently engaged so that all relevant information is shared and day-to-day partnership with the school is fostered.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- obtain an enhanced Criminal Records Bureau (CRB) Disclosure of every person who works directly with children. Ensure records of the information to demonstrate to Ofsted that checks have been done are always available (Safeguarding and welfare) (also applies to the compulsory and voluntary parts of the Childcare register) 07/06/2010
- ensure that parents are given free access to development records for their children and that these records are stored securely on site at all times (Safeguarding and welfare) 07/06/2010
- detail how a system for reflective practice, to identify weaknesses to improve the organisation of the provision and outcomes for children, will be implemented in practice (Organisation). 07/06/2010
- ensure that regulatory records are maintained at all times. In this instance that a daily record of the names of the children's key workers is kept (Documentation) (also applies to the compulsory and voluntary parts of the Childcare register) 07/06/2010
- ensure that the certificate of registration is displayed and can be shown to parents on their request (Documentation) 07/06/2010

To improve the early years provision the registered person should:

- ensure that regular fire drills are carried out with the children and that records are recorded in the fire log book, including any problems encountered and how they were resolved
- consider ways to further develop the activities that help children to know and talk about their own cultures and beliefs and those of other people.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding children in relation to conducting suitable checks on adults are not applied with sufficient rigor. This is because the registered provider has accepted previous checks from other employers but has failed to submit renewed checks for one member of staff, who on occasion may work unaccompanied with the children. In addition, records of checks are not maintained on site alongside the other records relating to staff recruitment and suitability. This is a breach of regulations and a requirement of the Statutory Framework for the Early Years Foundation Stage. With regards to the Safeguarding children procedures, staff have an adequate understanding of the procedures for reporting concerns and the policy is reflective of the guidance of the Local Children's Safeguarding Board. In addition the day-to-day manager is currently

seeking additional training to update staff knowledge.

Most policies and procedures are in place and contribute to many aspects of the safe organisation of the premises. Staff supervise the children well, maintain visitor records and follow the procedures for recording accidents appropriately. Risk assessments are in place and have been adopted from those prepared by the school. Maintenance of the premises and monitoring of the safety equipment is provided by the school. The setting has prepared and displays an emergency evacuation procedure, but as yet has not practised this with the children. It also does not maintain records of the key workers caring for the children, which is a regulatory requirement and may compromise the fire safety arrangements.

Other aspects of the Statutory Framework for the Early Years Foundation are also not being met. These include the registration certificate not being displayed and the children's development records not always being kept on site, as staff work on them away from the setting. While the manager at the setting is currently completing additional training and is seeking support from the Early Years development team to begin a system for self-evaluation, it as yet has not been implemented due to insufficient non-contact time for staff away from the children. As the registered provider is not based at the setting and to date has not implemented a system for self-evaluation there is no rigorous system for monitoring the effectiveness of the provision. Nor is there any system for systematically planning and driving future improvement and for offering staff regular support and appraisal. Thus impacting on the consistency of the overall organisation of the setting. That said, furniture, equipment and resources are of a good quality and the physical space, the organisation of the resources and the way staff interact with the children during the times of operation mean children's learning and enjoyment are promoted well. There are some resources that reflect the diversity of today's society and staff plan occasional activities, such as those linked to the celebrations of differing cultures and religions. However, they have not considered how they could extend this further through other mediums, such as music.

Staff are welcoming towards parents and greet them with a smile. This, along with displays and other printed information, is developing partnerships with parents. On a daily basis, warm and friendly interactions take place where parents and staff share information about the children. Systems for sharing information about children's learning are in place but yet to be fully implemented in practice. As the staff also work with the children in school during the day they know what children have been doing and so can provide activities to suit the children's needs. Systems for wider partnerships and supporting children with special educational needs and/or disabilities are in place and link to those of the school.

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

On a daily basis, the setting successfully promotes all of the five outcomes for the children. In particular the children are provided with a healthy environment that promotes their physical and emotional well-being. Outdoor play is an essential part

of the daily routines, and when playing outdoors staff engage children in vigorous fun activities, such as a mini assault course. This also helps the younger children to practise their physical skills and develop their own sense of keeping themselves safe when using equipment. Staff keep the setting clean and follow good housekeeping and food preparation routines. Recently revised menus, as part of a healthy eating programme led by the school, means children are eating a wider range of fruit and salad vegetables. During holiday club they make their own soups. Water is available in the playroom and during the outdoor play staff invite children to have extra drinks to keep hydrated.

Children have established good relationships with the staff, which means they have confidence to approach and engage the staff in conversation and ask for extra resources. For example they ask staff for help in locating favourite dolls in the playroom and then take them outside. Staff, in return, are warm and responsive to the children. It is a pleasant place for children to be. The respectful ethos and atmosphere promoted throughout the setting is evident in how the children interact with each other and conduct themselves, as they go about their play. Children of all ages play alongside each other and share the resources. For example, four children of different ages all play at the same table, acting out their role play with the small world figures. One child calls excitedly to the staff for them to listen to the wedding house as the 'play church' makes the sounds of bells. The continuous access to resources and variety of materials means that children are enjoying play experiences of their choice. They build with a variety of bricks, complete puzzles and enjoy adventure play in the tent outdoors. Younger children explore the paint and crayons indoors and make marks on the clipboard outside.

Staff have a growing knowledge of the Early Years Foundation Stage and the associated learning and development requirements. Staff gain information about children's starting points from parents and have developed learning journeys to record the children's progress. They use a matrix to monitor that children are participating in all aspects of each area of learning. However, the learning journeys are not always on the premises, which means staff cannot access them easily to ensure that what they plan for continues to securely meet the individual child's next steps. That said, as children receive the main part of their Early Years Foundation Stage provision during the school day and staff work closely with the children each day, they ensure that children are fully engaged in a variety of play activities that span all six areas of learning. These activities successfully promote social interaction. Positive dispositions for exploring and practising their skills are helping children to build the skills they require to secure and support future learning.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 4 |
| The capacity of the provision to maintain continuous improvement | 4 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 4 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 4 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 4 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 4 |
| The effectiveness of partnerships | 3 |
| The effectiveness of the setting's engagement with parents and carers | 3 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 4 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 3 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 3 |

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR3 Suitability of persons to care for, or be in regular contact with, children) (also applies to the voluntary part of the Childcare register. 07/06/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR15.1 Certificate of registration) (also applies to the compulsory part of the Childcare register. 07/06/2010