

Junior Club of Crosby

Inspection report for early years provision

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Inspection date

21/06/2010

Inspector

Frank William Kelly

Setting address

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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

Junior Club of Crosby was registered in 2009 and is one of two settings operated by a company. It operates from two rooms in a self-contained building in Crosby, Liverpool. Children have access to the field and play equipment on the site of the school, next door.

The setting is registered on the Early Years Register and on both 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 8am to 9am and 3pm to 6pm, and from 8am to 6pm during the school holidays.

A maximum of 24 children may attend at any one time aged from three years and of these, 24 may be in the early years age group. There are currently five children in the early years age group and 34 older children on roll. The setting supports children with learning difficulties and/or disabilities.

There are three members of staff. Of these, one has an early years degree and another has a National Vocational Qualification at level 3. One member of staff is working towards a qualification. 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 satisfactory.

The general organisation of the setting successfully promotes the needs of the children and the management have made good progress in addressing the issues that were raised at the last inspection. Consequently, children are afforded good adult support and are happy and at ease within this setting. The staff have a secure understanding of the Early Years Foundation Stage, in particular, the way they work closely with parents and other professionals to ensure that children's individual needs are known and well supported. The premises are maintained appropriately; risk assessment systems are now in place and a formal self-evaluation system is progressing. However, within the self-evaluation procedures, the management have not yet developed a fully secure system for their monitoring of the procedures and systems they have put in place. Hence, there are still some inconsistencies in the regulatory documentation maintained and in the way some aspects of the safety checks are recorded.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure information about who has legal contact with the child and who has parental responsibility for the

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child has been obtained in advance of a child being admitted to the provision (Safeguarding and welfare).

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

- continue to develop the risk assessments and ensure that all checks are recorded consistently
- further refine the self-evaluation and quality improvement processes, to include a secure internal system of review
- develop the opportunities for children to do things in different ways and on different scales when outside.

The effectiveness of leadership and management of the early years provision

Children are suitably safeguarded through the sound policies and procedures in place. For example, the management have secure systems for vetting staff, which are in line with regulatory guidance and any adults who are not cleared are never left unaccompanied with the children. Staff are able to securely discuss their responsibilities with regards to reporting any child protection concerns they may have about a child.

Staff help children's sense of belonging are by creating displays using the children's art and other creative work. They and the management recognise that the premises are old and in places worn; but have begun to address this; for example, through the refurbishment and decoration of the 'chill out room'. This and other actions taken, demonstrate the management's strong commitment and ability to improve and build further improvement for the future. Since the last inspection, good progress has been made to address the regulatory issues raised. Children's safety has been improved as accurate records of their attendance are now maintained and risk assessment is more thoroughly implemented. Practically children are protected from accidents and harm, as staff maintain good supervision of the children. In addition simple visual images on the door of the kitchen and entrance; help children to keep themselves safe by reminding them about not entering the kitchen or opening the door to others, unless they are accompanied by an adult.

Staff check the premises daily before the children arrive, and practise the fire evacuation procedure regularly. Self-evaluation is being undertaken and records are developing. However, some aspects of the overall management monitoring systems, are less effective. For instance, information, such as who has parental responsibility and legal contact, has not been obtained for some of the children. This is a specific legal requirement of the Early Years Foundation Stage and should be obtained prior to a child being cared for. Safety checks conducted are not always recorded, for example, when the smoke detector has been tested and staff frequently use chairs to stand on rather than the recommended health and safety access equipment, when locating resources that are out of their reach.

This is an inclusive setting. The resources are reflective of the cultural group within the setting and those of the wider community. Fund raising and activities linked to the celebrations of other peoples cultures, allow children to learn and talk about their own beliefs and those of other people. Good key information about the children is sought to ensure their individual needs are met and parents and children are made to feel very welcome, as the staff are warm and personable. For instance, they greet the children and parents by name and with a friendly smile. Staff have worked hard to ensure that partnerships in the wider context have been established, which means that their systems for supporting children with special educational needs are effective. The close working in with the early years development team is continuing to promote the development of closer partnership working between the staff and the local schools that the children attend.

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

The use of daily routines is used well to promote the five Every Child Matters outcomes for children. They learn about keeping themselves safe as staff encourage them to follow the safety procedures as they walk to and from school. Hands are washed before snacks promoting personal hygiene and projects linked to national initiatives, such as 'Change 4 Life' help children learn about the importance of a healthy diet and exercise. Snack times are relaxed and sociable occasions; with children serving themselves and engaging with each other, thus promoting their independence skills, sense of community and sense of well-being.

Consequently children are happy and secure in their environment. Staff enhance this further as they enthusiastically engage the children in conversation; showing interest in what the children have to say. The sound systems in place for seeking information from parents about children's interests, is used to help children settle when they first start. Following an initial settling in period, observations are then used on a regular basis to support children's learning linked to those individual interests, for instance, making 'witches hats'. Weekly planned activities are complimented by the staffs ability to build on children's interests spontaneously. For example, when children recognise the number seven on the playground; the staff respond by encouraging them to locate additional number sevens. This helps children consolidate their learning and provides staff with an opportunity to assess that the child's knowledge is secure. Staff then use this knowledge to support their future planning for children's next steps for learning. There is a clear commitment for children to learn through play and to be able to make personal choices after a long day in school.

Since the last inspection resources have been reorganised to allow for children to have free access to materials that provide experiences that span the six areas of learning. These include role play, reading and listening to stories, using creative materials, mark-making tools, sand, water and building with construction sets. Some of these activities are also taken into the outdoor area. However, staff have not considered how they can create opportunities for doing things on a bigger scale whilst outdoors or also using a wider range of technology. That said, children are busy and occupied in what interests them; they are well behaved, understand

the simple club rules and mirror the polite and positive role models presented to them by the staff.

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?	3
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?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
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	3

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	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
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: Met

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