

Superkids Moss Park

Inspection report for early years provision

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14/04/2010

Inspector

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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

Superkids Moss Park Out of School Club opened in 2004. It is situated within Moss Park Infant School in Stretford, South West Manchester. The club has use of a large resources room, the library area, the school hall and playground. It caters for children under eight years of age and also offers care to children aged from eight to 11 years. It is open Monday to Friday from 3.15pm to 6pm, during term time only. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 50 children on roll, of which, 25 are under eight, and of these, nine are within the Early Years Foundation Stage. The setting has procedures in place to support children with special educational needs and/or disabilities, and for those who speak English as an additional language. There are currently three members of staff, of whom one has qualified teacher status, in addition to a level 3 qualification, and one is qualified to level 2. The club receives support from the Early Years Development and Childcare Partnership, and has links with the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Appropriate care and welfare systems are in place and contribute to children's care and development. Observations and assessments of all young children are used well to monitor their progress, leading to the identification of their next steps of development. Partnership with parents is good but the positive relationship with other Early Years Foundation Stage providers is underdeveloped, and does not fully complement and enhance children's learning and progress. Management implements good overall systems and procedures to evaluate the provision's strengths and areas for development, and their capacity for further improvement is good.

What steps need to be taken to improve provision further?

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

- further develop the positive relationship with other Early Years Foundation Stage providers caring for children in order to extend children's early years learning and progress
- ensure that full records are maintained of the regular risk assessments covering the site and equipment used by children.

The effectiveness of leadership and management of the early years provision

Recruitment and required vetting systems, linked to safeguarding, are fully in place, and staff are appropriately qualified for their roles and responsibilities. Welfare policies and procedures, such as, the appropriate care given to children in

the case of occasional minor accidents, are good overall. However, there is some inconsistency in the keeping of records for the regular risk assessment checks, of the site and equipment. The setting's dedicated and well-deployed staff work as an effective team to provide an inclusive practice to all children attending the setting. Equality and diversity are well promoted through celebrations of world festivals and by encouraging all children to respect each other. Staff make good use of frequent observations to monitor young children's progress and to plan for their next steps of development.

Parents express delight at the quality of the provision and they say that they are encouraged to contribute ideas and suggestions for improvement. They are kept in touch with their child's development through regular informal discussions with their child's appointed key person. The setting's relationship with external agencies and the host school's Early Years Foundation Stage teachers is positive, but is not used sufficiently to further enhance young children's development and progress. The setting's system's of self-evaluation, and assessment of its own strengths and areas for development, are good and are helping the provision to move forward.

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

Children clearly enjoy their visits to this colourful and well-designed setting which provides a warm and friendly welcome to all its visitors. A good example of this was a large and colourful poster stating 'WELCOME' which was presented to the inspector by a child. Well-organised provision is evident through the club's planning, which is flexible and designed to provide many opportunities for children to learn through play. The staff team are appropriately qualified and trained, and they work together as a united and effective unit to support children in the six areas of early years learning and development.

The main room is used well to promote children's enjoyment and many enjoy a healthy afternoon snack of bread, fresh fruit and water or juice. Opportunities are taken by staff to promote good hygiene routines and to develop children's social skills. A corner of the room is also used well as a 'quiet area' and includes music facilities and a large number of cushions placed on the carpeted floor. Some children choose to play outside in the playground, and they are provided with a good range of resources to support physical development and healthy exercise.

Minor behavioural incidents are very well managed by the experienced staff, who use effective systems and procedures to ensure the safety and well-being of all children in their care. Most children demonstrate positive attitudes and behaviour, and they are encouraged by staff to assist in planning activities, such as, special parties at Halloween and Christmas. Celebrations of other world faiths and festivals are also arranged and children are encouraged to make a contribution to the organisation and planning.

All children are treated as unique individuals in this inclusive setting, and they are regularly encouraged to make choices in the games and activities they wish to undertake. Children's work and efforts are much in evidence around the walls, and

staff make good use of praise to boost self-esteem and confidence. As a result of the rich range of activities, and the consistent and positive support provided by the dedicated staff, children make good progress towards their learning of future skills.

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	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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