

The Club

Inspection report for early years provision

Unique reference number

EY406849

Inspection date

14/06/2010

Inspector

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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

The Club was registered in 2010. The setting is privately owned and operates from Wallerscote Primary School, Weaverham, Northwich. Children are cared for in the pre-school room and have access to the hall and cooking bay. There is a secure area available for outdoor play. A maximum of 26 children aged four to 12 years may attend the setting at any one time. The setting is open five days a week from 3pm to 6pm during term time, and from 9am to 6pm during school holidays. Children attend from the local community and surrounding areas.

There are currently 14 children on roll aged from four to 11 years; of these, four are within the Early Years Foundation Stage. The care offered to children aged over five years is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities.

The setting employs three members of staff including the manager. Two staff are qualified to level 3 in early years and one member of staff is undertaking a teaching degree. The setting receives support from the local authority early years advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Welcoming staff meet each child's unique individual and family needs. They support children with care and warmth, so that no-one is disadvantaged. All children make good progress in their learning and development. This is because children are familiar with the setting and because partnerships with parents and reception teachers work well in practice. Overall, children's welfare is promoted well, with robust safeguarding systems in place. Staff propose to begin formal review and quality assurance systems once the setting has been operational for a full term.

What steps need to be taken to improve provision further?

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

- match the observations on the children to the expectations of the early learning goals and gain specific information from schools about individuals' next steps, so that the care provided is both complementary and consistent
- ensure that snacks and drinks are healthy, balanced, nutritious and provided at suitable times
- maximise opportunities for children to take responsibility for the safe running of the setting so that they learn relevant skills for the future.

The effectiveness of leadership and management of the early years provision

The manager and deputy are an experienced, vetted team who have worked together for some years. They have established a good, well-organised setting from the outset. The play environment is stimulating, accessible and varied, with a good balance of indoor and outdoor activity provided. Suitable risk assessments are used, for example, for the new 'trim trail' and for ball games in the school hall. Daily checks and records of accidents, incidents, fire drills and medicine administration are regularly audited to identify any problem areas. Child protection procedures are understood well. The policies and the organisation of contact information, ensure that all adults can act quickly and appropriately if there is concern that a child is being abused. Suitable child details, parent agreements and consent forms ensure that all necessary information about children's care needs are known. Registers, staff logs and visitor records are kept accurate and up to date so that it is always known who is on the premises. Wherever possible, rules and practice are consistent with the pre-school and the school, so that children receive consistent messages about how to behave safely.

Staff continue the good relationships with parents which were built when the children attended their pre-school in the same room. Staff keep up to date with training and take on the advice of the early years advisor. They improve their expertise in the Early Years Foundation Stage, working successfully to provide complementary care for children in the reception year at school. There is effective daily contact with reception teachers, who share information about children's progress. However, this has not yet been extended to clear written assessments or joint next steps plans which can be shared with parents through the child's individual file. Key-workers do not have clear priorities for individual children's progress which they can weave through children's chosen play activities. At present, staff are making photo and written observations about what children can do, but not matching them to the expectations of the early learning goals or using them to plan for the individual child's progress. Nevertheless, children are all warmly included and their family lives clearly valued and respected.

Parents have confidence in the setting and staff because their children enjoy coming. Parents know the staff well and find them approachable and flexible. An informative brochure is provided, including copies of the safeguarding and complaints policies and information about the Early Years Foundation Stage. Information about the new breakfast and holiday sessions is being circulated in good time, so that parents can plan. A questionnaire has been prepared to obtain child and parent views about the club after the first eight weeks of running. Similarly, the manager has obtained two self-evaluation document systems ready to begin formal review and future planning at the end of term. Staff share their vision for the club very clearly with the children and together they decide upon rules, menus, new equipment and the routine of the session. Reward systems and joint negotiations work well day-to-day and children cooperate well with the serving of snacks and some clearing up. However, staff have not gone far enough to ensure that there are healthy choices for snacks. In addition, they have not

implemented some of their ideas for including children in the safe running of the setting, for example, by children conducting their own risk assessments.

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

Children feel a good sense of belonging in surroundings that are familiar and safe. Staff make them welcome and take time to listen, talk, discuss and play with them. Children plan and negotiate their activities during the session, realising that staff must supervise them playing football in the hall or using the trim trail in the playground. They are active and relaxed, enjoying warm and trusting relationships with staff whom they respect. Children behave safely throughout the play environment, for example, keeping staff informed when they go to the toilets and negotiating staff time with them in the hall or outside. They know that they must come inside when adults arrive to mow the grass. Children enjoy creative crafts, making birthday cards for staff members or family. They choose favourite games, such as draughts or computer games which stretch their problem solving and memory skills. Children sometimes choose to play with familiar small-world toys which they enjoyed when they were in pre-school, while older ones enjoy being able to watch the World Cup or play football with their teachers.

Children are caring and supportive to one another. They have evolved their own behaviour rules and enjoy contributing to a positive, happy atmosphere. They are polite and behave well, although some ideas for developing children's future skills have not been used to the full yet. For example, they are not helping with daily checks and are not helping to prepare food or wash up. Children choose any new resources and equipment alongside staff and help to decide when snack should take place. They take photos for their books. They all wash their hands, serve one another and sit together to eat, but many children have already gone home by this time. Children are allowed to eat spare food from their lunch box if they are hungry before it is time for snack, but they sometimes forget to wash their hands first. Children discuss and make their own choices for snack, but staff do not guide them towards sufficiently nutritious and healthy foods. Nevertheless, children have free access to drinks throughout the session and enjoy plenty of enjoyable exercise indoors and out.

Children's individual needs are met well because they receive consistent care within an environment that they have known since they attended pre-school. Staff have known them for many years and have established positive information exchange with reception teachers to promote their progress. Children thrive after school because they feel confident in smaller groups than in the classroom situation. They spend time developing their physical and problem-solving skills in a nurturing, relaxed environment where staff have time for them. They have fun with mark making and messy play, using chalks, water and skittles outside. They make flags and extend their knowledge of countries involved in the World Cup. Their confidence grows and they have fun, playing hide-and-seek together or simply talking about their home life. They proudly show their holiday photos to staff and talk about their experiences of other cultures.

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	3
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

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