

Chipmunks Childcare Ltd

Inspection report for early years provision

Unique reference number

EY395423

Inspection date

22/04/2010

Inspector

Anthony Anderson

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

Chipmunks Childcare Ltd is a privately owned and managed out of school club which opened in 2009. It operates from rooms within Holy Name Primary School in Cookridge, a residential suburb of Leeds. Children have access to a secure enclosed outdoor play area. It is open Monday to Friday from 7.45am to 9am and 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. A maximum of 16 children aged under eight years may attend the club at any one time. The club currently takes children from four years of age and also offers care to children aged eight years to 11 years. There are currently 44 children on roll, of these, 20 are under eight years and, of these, six are within the Early Years Foundation Stage. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are currently three members of staff, two of whom hold relevant early years qualifications to level 3 and one holds level 2. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff meet children's individual learning and development needs well and promote most aspects of children's welfare successfully. Children enjoy friendly relationships with the staff, who create a happy environment in which they can play and all children are included. Links with parents and carers and other professionals are good and support the enhancement of children's learning and progress. While the club shows satisfactory capacity to improve overall, planning for improvement, including processes of self-evaluation, are not yet fully developed.

What steps need to be taken to improve provision further?

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

- ensure that individual privacy is consistently maintained in the methods of recording minor accidents to children
- ensure that full records are maintained of the regular indoor and outdoor risk assessments covering the site and equipment used by children
- improve systems and procedures of self-evaluation and ensure that the club's strengths and areas for improvement are consistently identified and acted upon.

The effectiveness of leadership and management of the early years provision

There is a clear recruitment policy in place, which ensures all staff who are employed are vetted for their suitability and undergo a sound induction process.

Staff members are appropriately qualified and deployed to provide good levels of support for the children attending. Most welfare and care policies and procedures are followed closely and implemented by well-trained staff. For example, staff ensure that children do not enter the kitchen area and no hot drinks are allowed near the children. However, there is some inconsistency in the keeping of records of the regular risk assessment checks of the site and equipment, and records of minor accidents are not maintained confidentially because there is more than one entry per page. Staff have a secure understanding of the setting's safeguarding children procedures, which help to protect children from harm and neglect. They clearly understand their role in reporting any concerns.

Planning documents provide evidence of planned celebrations linked to world faiths and depicting the diversity of the local and wider culture. Children benefit from a high adult-to-child ratio and receive close individual attention from staff. Inclusive practice helps to ensure that all children feel welcome and valued. Staff also make good use of frequent observations to monitor young children's progress and outcomes are used well to plan for their next steps of development. This process is additionally supported by a suggestion book which further assists staff to plan future activities which are of interest to the children.

Parents say that the provision is good and that they are frequently consulted and kept well informed of their child's development. The club's relationship with external agencies and other early years settings the children attend is good and informal meetings are used well to further enhance young children's development and progress. The club has an informal system in place to monitor and evaluate the provision and, as a result, management are aware of some of the areas for improvement. However, methods for identifying weaknesses in order to implement improvement are not consistently effective because structured quality checks and self-assessment are not sufficiently carried out.

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

Children say that they like visiting this club and that they have many opportunities to play and have fun with their friends. They particularly enjoy a good range of healthy food, such as cereal, cheese or ham sandwiches and a variety of fresh fruit. Children are encouraged to choose from a number of large photographs to confirm what they wish to eat and staff make it for them to order. There are positive reminders from staff for children to wash hands before eating and various posters promote healthy lifestyles. Snack times are also used well to promote speaking and listening in a very happy atmosphere in which all children are encouraged to contribute.

A television and DVD player is available for children after they have had a snack and they can choose what they wish to watch. Other children prefer to talk to their friends in the dining area and staff are on hand to encourage and take part in discussions. Children make many choices, initiate their own activities and play imaginatively with the resources available. For example, children help themselves to the component parts of a wooden train track from a storage box and start to

assemble it on the carpet. There are a good range of counting games which support mathematical development. Children enjoy playing in small groups to dress up and take part in informal role-play. A group of young boys enjoy taking part in construction games on the carpet and this supports their creative development. All children show confidence in selecting toys and games from the wide range available.

Children make good use of the range of resources in the host school's adventure playground. This is a well deployed external area for children to exercise and develop physical skills. It is well resourced and includes a range of sit-and-ride toys, such as scooters and pedal cars. Children show that they are aware of the external safety rules and do not stray into areas which management have informed them are out of bounds. Good systems of observation are used well by management to link to children's next steps of development in the six areas of early years learning. A wide range of photographs of children at play in and around the club supports this process. A system of mind mapping linked to the 'word of the week' helps children to develop their knowledge of word structure and to become more familiar with different letters of the alphabet. As a result of the wide and interesting range of activities and the friendly 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?	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	2
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	3
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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