

Skittles I

Inspection report for early years provision

Unique reference number 508550
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Inspector Nora Waugh

Setting address Chandlers Ridge Primary School, Chandlers
Ridge, Nunthorpe, Middlesbrough, Cleveland, TS7 0JL
Telephone number 01642 320349
Email
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

Skittles 1 is one of two settings which are privately owned and managed and offer before and after school care. It was registered in 1997 and operates from the school hall and associated facilities of Chandlers Ridge Primary School in the Nunthorpe area of Middlesbrough, catering only for children from the host school. Children have access to a secure enclosed outdoor play area. There are no issues which hinder access. A maximum of 50 children aged under eight years may attend the setting at any one time, all of whom can be in the early years age range. The setting currently takes children from three years of age and also offers care to children aged eight years to 11 years. There are currently 90 children on roll of whom 27 are under eight years. Of these, 12 are within the early years age range.

The setting is open Monday to Friday from 7.30am to 8.50am and from 3.30pm to 6pm, term time only. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are six members of staff employed to work directly with the children. Of these, four hold relevant early years qualifications to level 3 and one member of staff to level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children at Skittles 1 are happy, settled and have fun. Parents are extremely enthusiastic about the care it provides for their children. Caring staff understand children very well and work hard to meet their individual needs, creating a very inclusive atmosphere. The owners believe in providing a relaxed atmosphere after the school day, where children remain safe and secure, and can continue to play and learn together. The recommendation identified at the last inspection has been addressed and there is an ongoing commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- extend and embed the key person system for Early Years Foundation Stage children in order to fully meet their needs
- continue to build links with all other settings providing for children in the Early Years Foundation Stage to ensure a complementary curriculum and continuity of learning and care.

The effectiveness of leadership and management of the early years provision

All aspects of safeguarding are securely in place. Staff suitability to work with children is thoroughly checked and child protection issues are well understood. Good policies and procedures ensure children are safe and secure. All the appropriate parental consents are requested. Staff are appropriately trained and attend updates when necessary. The premises used are secure and systems for collecting and signing children in from school and out to parents are good. Practitioners encourage and model safe practices, as when walking to the school field, and children are well aware of what they need to do to stay safe. Appropriate risk assessments are in place.

Relationships at all levels are good and everyone obviously really enjoys being at the setting. For example, the only time children became upset was at having to go home. The environment is clean, tidy and well organised to cater for a wide range of interests and ages. Recently, practitioners have worked hard to ensure that children experience a wide range of opportunities in all areas of learning. Practitioners are well qualified and the required ratios easily met. All staff work with all children and know them well, however the key person system is not fully embedded and is still developing. Self-evaluation is accurate in its judgements and includes the views of staff, children and parents. Areas for improvement are clearly identified and appropriate actions undertaken.

Relationships with other early years professionals and the host school are friendly and cooperative. Important information regarding care is shared but opportunities to share information about children's ongoing learning and development are limited. Relationships with parents and carers are very good. All parents spoken to were extremely positive about the care their children received.

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

At the end of the school day younger children are collected directly from their classes and signed in. Then everyone sits down for a healthy snack, after washing their hands. This quiet time is used for discussion and allows children to express their views about what they want to do. The activities available are chosen to be relaxing but purposeful, and to provide balance with the school day. Considerable emphasis is put on following children's interests and on developing their social skills. Children play in friendship groups and enjoy being with each other, the younger children benefiting from the older children acting as role models and from the support of practitioners. The atmosphere is relaxed and very enjoyable.

The setting operates from the school hall which is clean and spacious but has to be set up quickly. There are a wide range of activities stored in boxes from which children can choose. On the day of the inspection children chose to spend most of their time outside in the secure outdoor play area. Here they had access to a wide range of apparatus and thoroughly enjoyed races, football, team games and

skipping. Support from practitioners is very good and children are encouraged to try activities that challenge them but in a very caring atmosphere. Children are encouraged to be the experts and to demonstrate to each other how to do things. Opportunities for collaborative play and turn taking are good. Indoor resources cover all areas of learning and include plenty of games and activities that require reading and writing skills but children are not pressurised to choose these if they do not want to. Observations and assessments of children are mainly informal but are used well by staff to assess children's progress and achievements. The main focus is on their personal and social development. Planning is in place but very flexible and can be changed according to the weather or the interests of the children.

Behaviour management is very good, with children learning to understand and follow rules so adults rarely have to intervene. All children are valued and individual and medical needs are met well. Resources and activities promote children's awareness of diversity and equality. The food offered at snack and for breakfast is healthy and children are actively encouraged to follow healthy and safe lifestyles.

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

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	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

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