

Bearswraparound Care Services @ Mount Carmel RC Primary School

Inspection report for early years provision

Unique reference number

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Inspector

Kay Armstrong

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

Bearswraparound Care Services @ Mount Carmel RC primary School has been registered since October 2006. The group is privately owned and operates from 'The Hut' which is adjacent to Mount Carmel Roman Catholic School in the Blackley area of Manchester. The group is open from 7.45am to 9am and from 3.15pm to 6pm, Monday to Friday during term time and serves children who attend the school. The group is also open during the school holidays from 8am to 6pm Monday to Friday. Families from within the local community are able to access the holiday group. Children have access to the whole of 'The Hut' and the school hall. Outdoor play is provided in the grounds of 'The Hut' and the school playground.

The group is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 54 children aged under eight years may attend the setting at any one time. The group currently takes children from three years of age and also offers care to children aged eight to 11 years. Currently there are 71 children on roll. Of these, 38 are under eight years, and of these, 10 children are in the Early Years Foundation Stage.

There are six staff who work directly with the children. Of these, five staff have recognised early years qualifications and the whole staff team are working towards gaining level 3 play work qualifications. The group gains support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time in the group as they are cared for in a secure environment and are able to access a wide range of activities which are fun and capture their imagination. Staff have a good understanding of the Early Years Foundation Stage framework which ensures children's care, learning and welfare are positively promoted. Children's individual needs are recognised and effectively met as the staff team work in partnership with parents and have developed strong links with the school. The staff team are committed to extending their professional development through attending on-going training. They successfully monitor and evaluate the provision, demonstrating a firm capacity for continuous improvement and an awareness of key areas for further development.

What steps need to be taken to improve provision further?

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

- ensure hygiene procedures are implemented thoroughly, provide parents with advice on suitable and safe packed lunches and improve arrangement for the safe storage of packed lunches
- ensure the first aid box is adequately stocked

- develop further the system used to make sensitive observations of each child's achievements, interests and learning styles; ensure the information gathered is maintained in a confidential manner and is used to identify the next steps for each child.

The effectiveness of leadership and management of the early years provision

Children's safety is promoted well as staff have a good understanding of child protection procedures and know how to implement them effectively to safeguard the children. Detailed risk assessments are in place ensuring that all hazards are minimised. Robust recruitment and selection procedures further enhance children's safety. Systems are in place to maintain the cleanliness of the provision, however these are not consistently implemented. Good procedures are in place which promote children's safety away from the setting. For example, they wear high visibility vests when walking to and from school and when on outings.

A happy, relaxed and harmonious environment is provided as staff deployment is effective. The organisation of resources and activities provides an inclusive and welcoming environment in which children can play and explore. Equality and diversity are fostered well through a range of good resources and activities that expand children's understanding of the world around them. All the required documents are in place and maintained to a high standard. The policies and procedures are available to parents and are implemented well to meet children's individual needs. Most staff have paediatric first aid training which ensures they are able to care for children appropriately in an emergency. However, the first aid box is not sufficiently stocked.

A strong commitment to providing good childcare is demonstrated by a staff team who work well together. The system used to monitor and evaluate the provision includes feedback from parents and children. Parents appreciate the care their children receive as they express their delight on the feedback forms. Parents receive good information about the setting. However, they are not given advice regarding suitable and safe packed lunches and consideration has not been given to suitable storage of lunch boxes. Most of the recommendations from the previous inspection have been fully implemented, which has a positive impact on children's overall well-being and safety.

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

Children benefit as staff have a good understanding of the Early Years Foundation Stage framework and the importance of learning through play. Staff make good observations of children's progress which clearly link into the early learning goals. However, they do not use the information gathered to identify the next steps in children's learning and the system used to record children's progress is not maintained in a confidential manner. Strong links have been developed with the school and activities provided within the group, relate closely to the activities

provided by the school, which supports and extends children's learning.

Children are becoming active learners because staff work hard to make the learning environment accessible and appealing to children. Good opportunities are provided for children to develop their self-reliance and independence as they are able to access the resources easily and make informed choices about their play and learning. Children practise and manage their own health and hygiene routines successfully. However, they do not have consistent access to appropriate hand drying facilities in the cloakroom area. Children are confident and have positive social skills, they share resources and take turns. They have developed firm friendships with each other and have established warm, close relationships with staff. Children have great fun as they develop skills in coordination as they play in the superb outdoor area. For example, they enjoy climbing and swinging on the 'witches hat', balancing on the wooden posts and running across the swing bridge.

Children freely express themselves as they dress up and use a range of creative materials. Their work is valued and displayed which promotes their self-esteem and confidence. They are developing skills for the future as they are good communicators and confidently use a suitable range of programmable resources and replica electrical equipment. Problem solving, reasoning and numeracy skills are promoted routinely in play. Children count as they bounce balls and create wonderful models from construction materials. Staff are skilful and allow children space to develop their own ideas without unnecessary interaction.

Children are supported to behave in ways that are safe for themselves and others. They have a good sense of safety and understand the group rules as staff give clear explanations of the possible consequences. The emergency evacuation procedures are practised regularly ensuring children know and understand what to do in the event of a fire. Healthy eating is well-promoted through planned activities, nutritious snacks and discussion.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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

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