

Smarties

Inspection report for early years provision

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Inspector

Jane Shaw

Setting address

St. Margaret's C of E Primary School, Heywood Road,
Prestwich, Manchester, Lancashire, M25 2BW

Telephone number

0161 773 1432 or 07779 966357

Email

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Smarties Out of School Club is organised by a voluntary management committee. It opened in 1998 and operates from designated areas within St Margaret's Primary School in Prestwich, Manchester. Children have access to the school hall, library, reception and Year 5 classrooms, and secure outdoor play areas. The club operates during term time only for breakfast and after school care, Monday to Friday from 8am to 9am and from 3.30pm to 5.30pm.

The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 72 children under eight years may attend the club at any one time. The club takes children from four to 11 years. There are currently 112 children on roll. Of these, 51 are under eight years and 14 are within the early years age range. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 10 members of staff. Five hold early years qualifications to level 3, one holds a level 2 qualification, and a further two staff are currently undertaking training. The club receives support from the local authority and is a member of 4Children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The out of school club provides a welcoming and inclusive environment where children are very much valued for their individuality. Their care, welfare, learning and development are well promoted as a result of effective leadership and team working. Staff know all children well, and as a result, children's individual needs are successfully met and they make excellent progress in their learning and development. Partnerships with parents and carers are very positive and support children's placements well. Effective communication with teaching staff within the school complements the delivery of the Early Years Foundation Stage. The management team has implemented systems for self-evaluation where strengths and areas for improvement have been identified, demonstrating the club's clear capacity to maintain improvement.

What steps need to be taken to improve provision further?

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

- amend the safeguarding policy to ensure that the procedure to be followed in the event of an allegation being made against a member of staff or volunteer is clear.

The effectiveness of leadership and management of the early years provision

Staff have a clear understanding of the indicators of abuse and the procedures for reporting concerns and so safeguard children well. Appropriate policies and procedures, including uncollected and missing children and safeguarding, are in place. However, some details in the safeguarding policy are not correct. Secure recruitment and vetting procedures ensure the suitability of all staff working with children. All club staff have completed the appropriate safeguarding training. Required records are maintained and promote the safe and efficient management of the club. There are daily checks of the premises and areas used by the children. Full risk assessments are carried out by the school. A high ratio of qualified staff work within the club and show a commitment to their ongoing professional development by attending a variety of training courses. The key person role is effectively implemented and staff regularly record children's development and achievements. Staff meetings are in place and the manager and members of the committee monitor activities, staff performance and the club as a whole on a daily basis. The management team use self-evaluation systems well to identify strengths and areas for improvement. This, coupled with the completion of recommendations raised at the last inspection, shows the club's ability to drive ambition and continually improve. All children have equal access to all opportunities and resources. As a result, inclusion is well promoted.

There are positive partnerships with parents and carers. They have access to written information about the club and what it offers their children. Displays show the children engaged in activities and how these link to their learning. Notices and displays show what activities the children are involved in, and a suggestion box is available for new ideas or comments. Parental questionnaires are issued each term and suggestions are acted upon. Parents and carers spoken to during the inspection confirm that they are very happy with the club. They feel their children are safe and very well cared for and have access to excellent opportunities. Staff obtain relevant information about the children's starting points, abilities and interests. This enables them to plan appropriate care, activities and opportunities, and to liaise closely with the school's teaching staff.

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

Staff have a good understanding of the Early Years Foundation Stage, and as a result, children make good progress in their learning and development. Children arrive eager to participate in a wide range of activities and opportunities based upon their interests. They move freely between the indoor and outdoor environments and self-select resources. The organisation of resources and the environment, the effective deployment of staff, and in particular the excellent use of the outdoor space ensure that children benefit from a wide range of experiences. As a result, their achievements and enjoyment are outstanding.

Effective teamwork and committed staff who have a clear understanding of the

Early Years Foundation Stage support very well the children's learning, development and enjoyment. Children make choices about their activities on a daily basis. Staff set out some resources to support children if they are unable to make decisions about their play. Staff undertake observations, make links with the areas of learning and track children's progress across the six areas of learning. Staff meet daily and communicate during sessions, discussing observations and children's achievements. Regular communication and feedback with the school's reception class teacher take place.

Children have good levels of independence as they select activities, use the bathroom and independently access drinks. Children's behaviour is very good. They show care, consideration and respect for one another as they play together. Children make confident decisions about their play and are becoming active learners. They communicate effectively as they negotiate and make suggestions during their play. They talk about what they are doing within activities, for example, explaining they are making windmills and soup from natural materials during role play. Children have opportunities to make marks indoors and outdoors using a range of resources and have access to books for quiet reading.

Children use technological resources and enjoy playing on the games console. They use the school woods to hunt for bugs and grow flowers and seeds. They use a variety of resources to create individual pieces of art and craft. Children enjoy a variety of physical play opportunities, for example, joining in with ball games or with staff to use the parachute. They develop their imaginary skills well as they create their own stories while using small world resources. Children make a positive contribution to the club through making decisions about activities, using the suggestion box and attending children's meetings to discuss the club. These opportunities clearly support the development of children's skills for the future.

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	1
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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