

# CHAOS (Children's Activities Out of School)

Inspection report for early years provision

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<b>Unique reference number</b>	EY404782
<b>Inspection date</b>	21/09/2010
<b>Inspector</b>	Michele Villiers
<b>Setting address</b>	West Kirby Primary School, 31-47 Anglesey Road, WIRRAL, Merseyside, CH48 5EQ
<b>Telephone number</b>	01516255561
<b>Email</b>	
<b>Type of setting</b>	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

CHAOS Out of school club was registered in 2010. It is one of two settings privately run by an individual provider. It operates from designated rooms within West Kirby Primary School, in West Kirby, Merseyside. Children have access to enclosed outdoor play areas. The club provides a breakfast and after school provision and is open each weekday from 7.45am to 8.55am and from 3.30pm to 5.45pm during term time.

The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 20 children may attend the setting at any one time. There are currently 46 on roll aged from three to under five years. There are also children attending in the older age group. The setting supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

There are three members of staff, two of whom hold appropriate early years qualifications, one to NVQ Level 3. The setting has close links to the primary school.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are happy and staff provide sufficient support to help them make steady progress in their learning and development. The environment is bright and welcoming, and organised well for the inclusion of all children. Most systems are in place to help promote the children's health and well-being. The premises are secure and policies to help safeguard children are in place. Close relationships have been forged with parents and the school, helping staff to support the children's individual needs. Self-evaluation is comparatively new and in the early stages of development.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure records evidencing staff suitability are easily accessible and available for inspection, or obtain prior agreement by Ofsted if they are kept off the premises (Documentation). 19/10/2010

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

- provide more nutritionally balanced food and encourage children to make healthy choices about food and drink

- ensure the behaviour management policy and procedures are consistently adhered to by all members of staff
- use the information obtained through observations to plan future activities, building on the interests and skills for each child, and ensure staff are suitably deployed and support the children's play
- use self-evaluation to identify areas for improvement and meaningfully involve staff, parents and carers.

## **The effectiveness of leadership and management of the early years provision**

The premises are secure and visitors closely monitored, helping to protect children from harm. Written policies, the staff's good awareness of child protection issues, daily safety checks and regular risk assessments further help to ensure the safety of children. The staff are suitably qualified and experienced, and recruitment and vetting procedures are in place. However, on the day of inspection verification of staff's suitability was not immediately available, due to being temporarily stored off the premises. Although the provider was able to evidence the information before the end of the session, prior agreement by Ofsted to keep the documentation off site had not been obtained. The manager supports and promotes equality and inclusion through the provision of appropriate activities and the satisfactory identification of the children's individual needs.

The premises are clean and appropriate systems are in place to minimise cross-infection, such as ensuring good hygiene when preparing and serving food. The children are provided with a snack each day. However, this is sometimes high in sugar with insufficient emphasis on children adopting healthy eating habits. For example, they have jam, lemon curd, or chocolate spread for their sandwich filling. Few children choose to eat the fruit available, and most children drink the cordial juice rather than water.

Close links have been forged with the parents and teaching staff at the school, helping to ensure progression and continuity of care for each child's needs. Parents speak very positively about the provision, and regular newsletters and emails keep them up-dated on current issues. Appropriate furniture, resources and equipment are organised well to promote the children's independence. The setting's formalised self-evaluation is just developing and currently does not sufficiently identify the strengths and areas for development. However, the manager and provider have a clear vision for future plans and continuous improvement, and monitor the provision through observation and staff meetings. This has a positive impact on the children's welfare, learning and development.

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

On arrival the children quickly settle to activities, playing well together and independently. They confidently explore their environment and make choices about play. A wide range of activities are provided, and some staff support the children

well, in small groups or one to one, motivating their play. However, not all staff are deployed effectively in order to engage the children and use activities as a learning opportunity. The staff have started to use observation to monitor children's enjoyment and development. However, the information obtained is not yet effectively used to identify learning priorities and plan relevant and motivating learning experiences for each child.

During play children are able to explore and express their own ideas. They excitedly colour wash the wooden fencing outside, mixing different coloured paints. During water play they have fun washing the windows and doors. Allowing children to develop their creative skills is a strength of the setting, along with the continuous provision of outdoor play. The outside covered area enables children to participate in a variety of activities in all weathers, including sand, water and role play. It also gives them the benefit of fresh air. They run around in the playground, play football, and access some climbing equipment, helping to foster their stamina, balance and co-ordination.

Children have free access to writing and drawing materials, and they become competent at writing their names. They develop well in language and literacy skills, chatting to staff, listening to stories and looking at books. They also become familiar with number, counting and calculating during play. Children recognise written numerals and write the number that represents their age. During water play they fill different containers, learning about size and volume. Some resources are available that reflect positive images of race, culture, gender and disability, such as dolls, books and puzzles. It is planned for the children to celebrate different festivals to help value and respect diversity. Programmable toys and games enable children to learn about technology, and they use their imagination well, immersing themselves in fantasy when playing with role-play items.

The children are well behaved, learning to share and take turns. However, staff are not always consistent in the boundaries set for children. For example, some children wander around eating their snack, and run outside with food, others are reminded they must sit at the table indoors, or if outside, sit on the bench. During play the children learn about safety. Staff remind them to be careful outside when climbing and not to talk to strangers. The children develop a strong sense of belonging and form close relationships with the staff.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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

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