

Squirrels @ Dobcross

Inspection report for early years provision

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Inspection date	23/09/2010
Inspector	Susan Lyon

Setting address	Holy Trinity C of E School, Delph New Road, Dobcross, OLDHAM, OL3 5BP
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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

Squirrels @ Dobcross applied to be registered in 2010. It is one of three provisions in private ownership. It operates from Holy Trinity school in the village of Dobcross in the Saddleworth area of Oldham and serves the local community. Children are accommodated in a children's centre, I.T suite and nominated classrooms with access to an enclosed outdoor area. The building has disabled access.

The group is registered to care for 24 children between the ages of three and eight years of whom all 24 may be in the early years age group. The group offers care for children in the later years age group providing out of school care; this provision is registered on the compulsory and voluntary part of the childcare register. The group is open 07.30am to 09.00am and 15.00pm to 18.00pm, Monday to Friday term-time only.

There are three members of staff that work with the children. All of these hold an appropriate childcare qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are happy and settled. The staff have a good understanding of the Early Years Foundation Stage framework and help the children to learn through spending time talking to them. Staff provide a colourful and welcoming environment covering all areas of learning. Observation and assessment arrangements are in place and help children make progress in their learning and development. The children's safety and welfare is promoted effectively. All children are included and their individual needs met well. All documentation is in place and the setting demonstrates strong capacity to continually improve the service provided.

What steps need to be taken to improve provision further?

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

- always use the information from observations to identify and plan the next steps in individual children's learning in order to help them progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is promoted well through detailed written risk assessments to the premises and outings and daily checks carried out to all rooms used by children. Numerous safety measures are in place to create a safe and

secure environment, such as socket covers, a fully enclosed outdoor play area and thermostatically controlled radiators. An emergency escape plan is in place and practised regularly with children contributing to their safety while on the premises. All written policies and procedures are in place to ensure the safe and efficient management of the provision. Space and resources are organised well to allow all children to move around freely and safely. Children are protected through the majority of staff being qualified and vetted and having a good understanding of child protection procedures. The manager leads the staff team well through arranging regular meetings and role modelling positive practices. She motivates staff through involving them in decision making and valuing their input. Staff and management are committed to bringing about improvements as they constantly review practices to identify areas for development, such as adjusting the morning routine to ensure children are offered breakfast before outdoor play. Feedback is sought from parents and children through giving out questionnaires and staff respond well to comments in order to bring about improvements. Plans for the future are well targeted, such as raising children's awareness of sustainability issues through the introduction of recycling. Furthermore, staff are supported in attending on-going training to increase their knowledge and skills. The setting works effectively with parents as a detailed policy is in place which clearly states we recognise that parents play the fundamental role in a child's development. For example, staff chat to parents daily about how their child has been and parents are welcomed into the setting and are at ease talking to staff. Parents are involved in children's learning and development through the sharing of children's learning profiles at any time. New parents receive a wealth of information, such as a comprehensive range of policies, menus and play plans. Information regarding the uniqueness of each child is obtained from parents, such as home language, family, friends and interests. Children's individual needs are discussed with parents and recorded on child record forms including health and dietary needs.

Children respect each others differences through the staff promoting an awareness of the needs of others. As a result older children show great kindness to the younger ones. Children become aware of the wider world through a good range of play resources, such as ethnic dolls, books showing different cultures and dressing up clothes from around the world. The diversity of individuals is valued and respected and no child or family is discriminated against. All children are included in activities through the staff changing or adapting the way activities and routines are provided. Children benefit greatly from the setting which has established strong links with the school by welcoming teachers into the setting to help settle in new children and the sharing of planning and activities in order to ensure progression and continuity of care and learning. Staff clearly understand the importance of working effectively with other agencies, such as inviting professionals into the setting to discuss the delivery of individual development plans to help all children progress and achieve.

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

Staff help children to learn by providing a good range of activities based on children's interests. For example, they enjoy painting their hands, baking and making junk models. Staff find out what children can do through identifying their starting points on entry to the setting. Observation and assessment arrangements are in place, although, the information is not always used to plan for individual children. Children make progress towards the early learning goals, such as they engage well in imaginative play as they cuddle the dolls and speak on the mobile telephones. They move in a range of ways when playing outdoors, such as running, skipping, climbing and kicking balls. Children persist for extended periods of time in activities of their choosing, such as joining construction pieces together and stacking blocks vertically and horizontally.

Children enjoy a good balance of adult-led and child-led activities, such as art and craft and stories. Staff help the children to learn to keep themselves safe through appropriate discussions and children show they feel safe as they move around freely and confidently. Children benefit from fresh air and exercise every day. Children are excluded if they are infectious and appropriate action is taken when children are ill. The children understand the importance of hand washing and enjoy healthy food at snack time. Water is freely available keeping their bodies healthy and hydrated. Staff treat children with kindness and consideration and as a result children have fun and enjoy themselves. Children enjoy positive relationships with each other and staff. They feel a sense of belonging through staff giving them time and attention. The children's behaviour is managed positively through clear boundaries and explanations, contributing to their confidence and self-esteem.

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