

Cedar Corner

Inspection report for early years provision

Unique reference number EY405329
Inspection date 21/09/2010
Inspector ISP Inspection

Setting address Wells Hall Primary School, Wells Hall Road, Great Cornard,
SUDBURY, Suffolk, CO10 0NH

Telephone number 01787373489

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).

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

Cedar Corner out of school club is privately owned and managed. It opened in 2010 and operates from a purpose built play centre adjacent to a primary school in Great Cornard, Suffolk. A secure enclosed outdoor area is used for outdoor play activities. A maximum of eight children aged from three to under five years may attend the setting at any one time. The group is open five days a week from 3.15pm to 6.00pm during term time and during school holidays are open from 8.00am to 6.00pm five days a week depending on demand.

The setting also offers care to children aged over five years to 13 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

There are 10 members of staff of whom one has Early Years Professional Status or Qualified Teacher Status and all remaining staff hold other appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy a fun and exciting time at the Cedars Corner Out of School Club. Their individual needs are met to a satisfactory standard by caring and committed staff that are knowledgeable about their likes, dislikes and personal requirements. Effective systems are in place to ensure that the setting provides a fully inclusive environment and provision for all families attending. Whilst the setting has undergone a number of changes since opening a year ago, systems for effectively reviewing and self-evaluating the provision are in their infancy. There is currently no provision for parents to provide staff with written permission to seek emergency medical treatment and the recording of accidents and incidents needs to be reviewed to ensure confidentiality.

What steps need to be taken to improve provision further?

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

- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and welfare). 30/10/2010

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

- ensure self-evaluation clearly identifies specific areas for future improvements in practice and the impact on outcomes for children
- review the organisation of records to ensure that information of a sensitive

nature remains confidential to a particular family (this is with reference to the recording of accidents and incidents).

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded through the setting's clear written and practical procedures. All staff working at the out of school provision are also employed by the local primary school on whose site the provision is situated. The staff are effectively recruited and vetted through the school's safeguarding procedures and new staff do not commence working with the children until the school administrator has received clearance that their checks are suitable. Contact and emergency details are available for every child and for all staff. The setting is kept safe and secure as staff regularly risk assess and check the provision for safety. Children are and feel safe as demonstrated by the way in which they excitedly enter the premises and approach staff with ease. Generally records and documentation required to safeguard children is in place, however, a review is required of the provision for parents to provide written permission for staff to seek emergency medical treatment and of the recording of accidents and incidents.

The out of school provision has been operating for a year during which time the main emphasis has been on ensuring its sustainability and securing its continued use by local families. The setting has now reached a point whereby it is beginning to review and evaluate its provision for children. The staff and management have some clear plans which will determine positive changes for the future of the setting. Parents, children and staff are not currently effectively involved in the self-evaluation process, however, plans are in place to ensure that their opinions are evidenced and acted upon.

The setting shares its bright, welcoming and newly built premises with a local pre-school. A range of resources and equipment is readily available and presented effectively for the out of school club when the children arrive. Children are able to make clear and safe choices over their play and learning as a good selection of equipment is presented in low level storage units within their height. A high adult to child ratio ensures that children are well supervised and supported. Staff are encouraged to pursue ongoing personal development to update and progress their knowledge through training and in-house staff development days. The setting is committed to ensuring that all children and families are welcome and included in the provision. Activities, resources and topics enable children to learn about diversity and differing people's needs.

The setting has close links with the local primary and middle school situated adjacent to its building. Links with the local pre-school are also good. The setting has been supported by development workers from the local authority who have assisted with the set up and implementation of the day to day provision. Parents spoken to at the time of the visit said that they feel informed about the setting and staff are in the process of defining notice boards specifically for use by the out of school provision in order to display information about the setting more effectively.

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

Children's welfare, learning and development needs are met through the setting's satisfactory policies, practices and procedures. Staff demonstrate a clear understanding of the children's individual needs and are knowledgeable about their starting points and interests. All of the children attending the setting also attend the local school and the staff are employed as teachers or teaching assistants there. Staff understand the requirements of the Early Years Foundation Stage and are using their knowledge effectively to plan an interesting and stimulating range of activities which cover all six areas of learning. Children clearly enjoy their out of school provision as they excitedly move from one activity to another, participating enthusiastically in craft activities and outdoor play. They express themselves through role play and imaginative play and form good relationships with their peers and with the adults working with them. Staff use a system of observation and assessment to review, record and evaluate children's learning up to the end of the Early Years Foundation Stage. The head of the Early Years Department within the school meets parents on a regular basis to share information about their children's learning and observations from the out of school provision inform this discussion.

Children are and feel safe within the setting as they move confidently around. They chat freely to each other and share lively conversations with staff. They are comfortable within their surroundings and understand the setting's routines and boundaries well. Children understand about keeping safe and healthy as they follow the staff's clear directions. For example, they remind each other of the importance of washing their hands after using the toilet and before eating meals. They know that this is important to prevent the spread of germs. Children are active and thoroughly enjoy being able to play outdoors with the exciting selection of outdoor play facilities on offer to them. They enjoy an after school biscuit and drink as well as a more substantial mid session snack during their time at the after school club. Staff currently prepare and present these, however, there are plans to enable children to play a more active role in the preparation and organisation of this time to promote their independence skills.

Children are encouraged to be kind and caring towards each other. Staff promote a culture of good behaviour by being good role models and demonstrating consideration towards each other. Children are encouraged to ask to leave the snack table and to thank staff for their snack and drink. They understand when it is important to be quiet and to listen for further directions as the setting has clear boundaries and rules. Children develop a good sense of belonging within the setting as they help to decide what activities should be on offer and play an active role in deciding upon themes and topics for the holiday schemes. Planned and spontaneous daily activities enable children to develop skills for the future, such as, clear communication, numeric skills and technical skills. They effectively talk about real and imaginary experiences and encourage other children to join in their games.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	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

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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	3
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