

CJ's Playcare (St Michaels)

Inspection report for early years provision

Unique reference number	EY346697
Inspection date	18/10/2010
Inspector	Susan Rogers
Setting address	St. Michaels C of E Primary School, Flanshaw Lane, WAKEFIELD, West Yorkshire, WF2 9JA
Telephone number	01924 862098
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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).

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

CJ's Playcare (St Michaels) registered in 2007 and is one of several settings registered by this private provider. The setting operates from the community room within St Michaels Church of England Primary School, Wakefield. The setting mostly serves children who attend the school. There are currently 65 children on roll, one of whom is in the early years age group. Children attend for a variety of the sessions. The group supports children with special educational needs and/or disabilities and those who speak English as an additional language.

Sessions are from 3.15pm until 6pm term time only. The setting is registered with Ofsted on the Early Years register and the voluntary and compulsory parts of the Childcare Register.

There are four part-time staff including the manager who work with the children and who hold appropriate early years qualifications. Two members of staff have an appropriate Level 4 qualification, one member of staff has a Level 3 qualification and one member of staff has a Level 2 qualification. One member of staff is working towards a Level 5 qualification. The setting receives support from the school setting and the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Warm and friendly staff are committed to improving children's outcomes through providing and supporting interesting activities. Staff's effective knowledge of the Early Years Foundation Stage framework enables them to do this. Children's friendships with others in the group are encouraged well and supported, ensuring all children feel included and happy. Documentation and risk assessments are mostly effective, and together with effective safeguarding procedures, help to protect children. Staff's commitment to inclusion and their thorough knowledge of children's differing needs ensures effective attention to each individual. Positive relationships with parents promote children's continuity of care as staff have a good understanding of the needs of the family as a whole. Strong leadership, and consultation with parents and children, enables the setting to measure its effectiveness and demonstrate good capacity for improvement.

What steps need to be taken to improve provision further?

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

- review the risk assessment so that this covers anything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

Children feel safe as staff have effective knowledge of safeguarding procedures and are well supported by the management group and school staff in addressing concerns. Secure premises and regular risk assessments promote children's safety. Although staff have a good appreciation of how to minimise risks to children and supervision is good, the current risk assessments do not cover the use of a household iron which is used for some of the children's craft work and this potentially compromises their safety. Effective recruitment, vetting and induction procedures are in place for all adults working with the children.

Welcoming premises ensure that children have space to develop their own creative ideas, encouraging independence and sharing during group activities. Children freely access outdoor play due to the close proximity of the outdoor area. Staff are encouraged to further their professional qualifications and attend all available training opportunities. Children's transitions from the school to the setting are sensitively managed, as many of the staff work in school and have a thorough knowledge of the children in their care.

Equipment and resources are chosen through careful consultation with children ensuring that they enjoy activities that reflect their individual interests. The development of planned activities is informed by observations and assessments of the children, and includes the children's play preferences. The drive to improve outcomes through consulting parents and children contributes towards an evaluation of the quality of practice and positively promotes the partnerships with parents and carers. Equality and diversity is promoted through individualised planning taking into account children's needs, backgrounds and interests. Effective collaborative working with parents and other professionals ensure that all children, including those with special educational needs and/or disabilities, have their individual needs met. Children who speak English as an additional language are well supported through sound strategies and good staff awareness. There are effective exchanges of information between the school and the setting in respect of children's progress and parents are frequently consulted regarding their child's care and education promoting effective continuity of care.

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

Systems for recording children's progress through assessments and observations are developing well. These are matched with each area of learning and are used to inform further planning. Children are well supported by motivated staff who promote further learning opportunities by being very attentive and offering comprehensive explanations whilst children play. Children are encouraged to discover solutions to problems through staff answering and presenting questions to support all child-led play. Planned activities carefully include children's preferred play preferences and are supported by a range of resources and exciting craft materials. Activities are structured to enable the effective promotion of children's

learning through age-specific activities. For example, younger children enjoy experimenting with construction equipment whereas older children enjoy using their imagination to create striking images using sequins, glitter paint, sand and glue.

Children's communication skills are developing well as they encourage each other. They include others in their play as they busily make paper snowflakes and experiment with different craft materials. They respect each other and recognise the benefits of their firm friendships and how their friendships enhance their play experiences. All children take care of their play environment and tidy up when the session has ended. This helps them develop valuable skills for the future. Individual care is readily accommodated by staff as they support children with their reading skills and offer carefully considered suggestions as children play.

Children are learning how to problem solve and use number as they cut paper and recognise the shapes they have made. They keep fit by using a computerised fitness programme and through ready access to the outdoor play area. They learn how to protect themselves from illness and infection through regular routines that include washing their hands before snack time. Fruit is offered at snack time promoting children's understanding of healthy eating. Regular drinks of fruit squash and water ensure children feel refreshed. They develop an understanding of the world around them as they discuss their different lifestyles and what they do at home.

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