

# Alumwell Day Care

Inspection report for early years provision

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**Unique reference number**

EY345629

**Inspection date**

11/11/2010

**Inspector**

Mike Bartleman

**Setting address**

Alumwell Infant School, Primley Avenue, WALSALL, WS2  
9UP

**Telephone number**

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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**

Alumwell Day Care opened in January 2007. It operates from a self-contained Unit, 'Red Room' within the grounds of Alumwell Infant School, Walsall. Children have access to the school hall, outdoor play area and toilet facilities. The provision is managed by a committee made up of representatives from the four local schools, which the provision serves. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Currently there are 20 children on roll, four of whom are aged between three and five years. The group is open each weekday, during the school term. Sessions last from 7.45am to 9am and 3.15pm until 6pm. There is a holiday play scheme operational during school holidays. Four staff members work directly with the children. One holds a Level 4 and three hold Level 3 early years qualifications. The setting receives support from the local authority. The setting has provision to meet the need of children with special educational needs and/or disabilities.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children are happy and secure. They enjoy their time at the club where they play amongst friends, both before and after the school day. Activities and the presentation of the learning environment is generally effective and observations and planning for individual children has been introduced, although this is not yet fully developed. Consequently, children make satisfactory progress in their learning and development. The setting works well with parents and the host school. Staff offer a fully inclusive, warm and welcoming service, supporting all children to actively participate in activities. The group is led by an experienced and enthusiastic registered person who is dedicated to the needs of the children. The setting shows a satisfactory capacity to improve in the future.

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

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

- develop systems to use observations and assessments of each child's achievements to identify learning priorities and plan relevant and motivating learning experiences for each child
- plan a rich, varied and well presented environment to further support children's independent learning and development.

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

The setting is suitably led. Children are safeguarded by effective recruitment and vetting procedures, which ensure that children are cared for by suitable and qualified staff. Children are valued as individuals in this inclusive setting and

equality and diversity are promoted effectively. This means that all children are treated fairly in practice. There is a comprehensive safeguarding children policy, which staff are familiar with. The premises are secure and risk assessments are regularly carried out to keep the environment safe. Children's personal and social development is strongly featured throughout the provision. Staff create a warm and supportive ethos, for example by encouraging younger and older children to collaborate on activities together. Resources are well chosen and organised so that children can make individual choices, which meet their interests. The setting is well staffed and they work well as a team, being deployed effectively to ensure good supervision at all times. Provision to ensure children's welfare is managed well, with high standards set by the registered person.

Staff embed drive and ambition satisfactorily. They understand the strengths and weaknesses of the provision and have correctly identified areas for improvement. The systems for formal self-evaluation are in the early stages. Staff have begun to develop observational assessments in writing and through the use of photographs, which will inform planning and meet the needs of individual children more closely. This work is at an early stage of impacting on children's learning and development. Good links with the school have been established and contribute to the safety of the children. For example, staff have excellent arrangements to collect children at the end of the school day and to share important information. Registers are held to show which children attend after school clubs and timing of pickups. The setting works very successfully in partnership with parents who appreciate the staff's care, approachability, friendliness and flexibility. Parents understand how the setting is organised and managed as they receive good quality information and have access to policies. This provision has experienced a number of significant changes with regard to staffing recently. The changes have been well handled by the committee. Staff have worked hard to make sure all recommendations from the previous inspection have been appropriately tackled in terms of improved outcomes for children.

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

The club provides a relaxed environment where children can unwind after a day at school and have fun during their holidays. Throughout the session, children are happy, join in and share with each other. Children show positive attitudes towards learning, including their desire to participate and willingness to make choices. They behave in ways that are safe for themselves and others.

Children say they like attending the club where they make friends and accept each other's differences. Activities are generally planned with a reasonable balance of adult-led and child-led activities that fosters enthusiastic learning, although opportunities for children to pursue their independent ideas through play are not always recognised and promoted. Children eagerly choose to be creative by using art materials to paint with an adult from a good selection of craft materials; this is a strength of the setting. Opportunities to develop mathematical language are suitably developed. For example, children were encouraged to count the marshmallows on the biscuits that they were decorating. A reasonably well resourced role play area is also used by the children as a shop and cafe. The

children imaginatively play together taking their dolls for a walk and ordering food, which allows for much pretend conversations to take place. Staff generally record observations of children. However, at the moment, information from observation and assessment of individuals is not being sufficiently used to note their developments. This means that each child is not consistently offered a full range of challenging experiences, across the areas of learning, tailored specifically to their needs and abilities.

Robust systems support children's health and safety. Good hygiene standards are implemented with well established routines for eating, washing and toileting. The setting actively promotes healthy eating and drinking. Children show a good understanding of personal safety and healthy lifestyle issues. Staff have appropriate first aid qualifications and systems for reporting accidents and giving medicines meet requirements. Children are praised throughout the session and have clear and consistent boundaries, which further promote good behaviour. Staff are receptive to children's needs and children enjoy good relationships with them.

## 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

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|------------------------------------------------------------------------------------------------------|---|
| <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                                                                    | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships                                                                    | 2 |
| 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 |
|------------------------------------------------------------------|---|

### 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                           | 2 |
| The extent to which children adopt healthy lifestyles            | 2 |
| 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**

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|---------------------------------------------------------------------------------------------------|-----|
| 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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