

Adventure Clubs Pre-school and Before and After School Club

Inspection report for early years provision

Unique reference number	EY362071
Inspection date	11/11/2010
Inspector	Sylvia Cornock
Setting address	Woodcocks Well Primary School, Woodcock Lane, Mow Cop, Stoke-on-Trent, ST7 3NQ
Telephone number	01782 514118
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

Adventure Clubs Pre-school and Before and After School Club opened in 2007 and is privately owned and managed. It operates from rooms within Woodcocks Well County Primary School in Mow Cop, Staffordshire. The setting has sole use of a classroom for the pre-school with the school hall available for use by the before and after school club. Children have access to a secure enclosed outdoor play area. A maximum of 24 children aged under eight years may attend the setting at any one time. The setting currently takes children from three years of age and also offers care to children aged eight years and over. The pre-school is open from 9am to 3pm and the out of school club from 8am to 9am and 3pm to 6pm, Monday to Friday during school term time only.

There are currently 50 children on roll. Of these 14 are within the Early Years Foundation Stage age range and 18 are under eight years of age. The setting is in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting employs five members of staff. The manager of the pre-school holds a level 3 National Vocational Qualification (NVQ) in early years and is currently working towards Early Years Professional Status. The manager of the out of school club holds a level 3 National Vocational Qualification (NVQ) in playwork. Two other staff hold a NVQ level 3 and one holds a level 2 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and learning needs are successfully promoted. They are valued as unique individuals and a strong inclusive ethos threads through all aspects of the provision. The setting offers a stimulating and challenging environment enabling children to develop as independent, active learners. Staff are highly qualified and strive to maintain a high standard of care and education. Through effective self-evaluation, the provider highlights areas for improvement, and acts upon them resulting in continuous and sustained improvement.

What steps need to be taken to improve provision further?

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

- update written policies and procedures for safeguarding and complaints to reflect accurate details of recent changes within the local authority.

The effectiveness of leadership and management of the early years provision

Organisation and management of the provision supports the service well. Effective recruitment, employment and induction procedures are in place to protect children. Staff conduct annual risk assessments and complete daily safety checks to ensure that the environment is always safe, clean and fit for use. Staff know the procedures for emergency evacuations and children are made aware of these and regularly practise evacuations of the building. Most records, policies and procedures that support the setting to promote positive outcomes for children are well maintained. The written safeguarding and complaints procedures are well known to all staff, which helps to protect children from harm and neglect. However, these do not reflect details of recent changes within the local authority.

Staff organise the space, resources and outdoor experiences skilfully and keep all areas clean and accessible. Each child has their own key person who works closely with parents and carers and keeps records of children's progress. Staff have a thorough working knowledge of the Statutory Framework for the Early Years Foundation Stage and effectively promote children's welfare and progress. They are fully involved in self-evaluation, along with parents and carers and other early years agencies and accurately identify areas for development. For example, a recent improvement is the redesigning of the format of children's individual learning journeys to support the planning of the next steps in their learning.

Robust staff appraisals identify future training needs. As a result, staff work effectively as a team because they feel valued and involved within the setting. They have a clear understanding of how to support children with special educational needs and/or disabilities. Staff work closely with other professionals and parents and regularly update resources and activity ideas to ensure they continue to meet the needs of each child. Staff regularly evaluate the outcomes for the children they are caring for to ensure that the service continues to effectively improve. They have developed an effective system for continuity and progression by sharing relevant information with other providers of the Early Years Foundation Stage.

Staff engage well with parents and carers and regularly discuss aspects of their child's learning and development with them. Parents and carers are always warmly welcomed and included in what their child is doing. Displayed information, children's art work and informative learning journey records clearly show parents the quality of care and education that is offered. Parents are able to access their child's learning profile folder at any time. They are encouraged to continue activities at home so that they too can enjoy seeing their child develop.

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

Children are cared for in a warm, welcoming and secure indoor and outdoor environment. They arrive eager to attend and immediately get involved in an

activity of their choice. They have access to a good range of activities and experiences which are well supported by a wide range of resources and equipment. The indoor play space is arranged effectively to provide them with good levels of challenge appropriate to their age and stage of development. Planning promotes all areas of learning in varied and stimulating ways. As a result, children's interest is captivated and they quickly learn how to be safe, healthy, positive and considerate with a desire to participate and achieve.

Children show developing independence as they make choices and select toys and equipment from those on offer. They initiate their own play and use their imagination. For example, children confidently instigate a bear hunt as they enjoy outdoor activities. They select books of their choice and ask for the story to be read to them. They follow the print and pictures and verbally engage in the story. Children happily discuss their families and friends and share experiences about places they have visited. They engage in creative activities, and use language well as they make poppies for 'Remembrance Day' and talk about wearing the poppy flower to remember lost soldiers. Children use their writing skills well as they draw and create pictures. Some are displayed which promotes their self-esteem and a sense of belonging. Children have a good understanding of numbers, as they sing number songs and count various items during everyday play. They select resources which support their understanding of other cultures and use computers and programmable toys well.

Children's health and welfare requirements are met very well. They enjoy healthy snacks and have constant access to drinks. They independently place the fruit waste in the recycling basket and engage in the schools eco club. This gives them an understanding of sustainability. Children have daily opportunities to use their physical skills through the well equipped outdoor play area, using the climbing and balancing equipment with skill. Effective hygiene routines are encouraged as they independently wash their hands at appropriate times. Good praise and attention from the staff ensures children behave well. As a result children learn to respect each other and the environment. All children are included in all games and activities and each individual is made to feel special and their interests encouraged.

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

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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