

Manchester Settlement

Inspection report for early years provision

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Inspector

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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

Roundhouse Out of School Club was registered in 2010. It is owned and operated by Manchester Settlement who are a registered charity. It takes place on the same site as their independent school for under 16's. Children access the community room, the computer suite, the meeting room and several classrooms. A secure area is available for outdoor play. The setting collects children from two local schools; Varna Street and Saint Clements.

The club is registered for 50 children between the ages of three and eight years at any one time. A maximum of 10 of these children may be in the early years age range. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently there are 14 children on roll, and six of these are in the early years age group. The setting supports children for whom English is an additional language. Sessions are Monday to Friday, 3.15pm to 6pm during term-time. A holiday club operates during all school holidays, except Christmas, Monday to Friday, 8.30am to 5.30pm.

There is a staff team of four linked to the Out of School Club and three of these work directly with the children. All of them have appropriate early years qualifications. During holidays the sessions are supported by two regular volunteers who are also appropriately qualified to Level 3. The settings receive support from the local authority development workers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Effective policies, procedures, records and good practice are in place and ensure children's individual needs are known and well met promoting their well-being in an inclusive and caring environment. The collaborative partnerships with parents and other providers plays a major role in the consistency of children's learning and development as they journey towards the early learning goals. Children are confident, settled and busily engaged in activities that interest them. Systems to evaluate the provision take into account the views of adults, children and other professionals although do not yet target and prioritise future development.

What steps need to be taken to improve provision further?

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

- develop further the self-evaluation systems to identify and prioritise areas of development which continually enhance outcomes for the children

- review the safeguarding statement in the parents pack so that it better reflects the setting's safeguarding policies and the procedures followed if either you or they have concerns.

The effectiveness of leadership and management of the early years provision

Children's welfare is well protected because a secure understanding of child protection issues and the procedures to follow ensures all staff can respond effectively if safeguarding concerns arise or are alleged. Furthermore, the rigorous recruitment, vetting and induction procedures that staff undergo makes sure children are cared for by suitable adults. Children are cared for in bright, well maintained premises that are safe and secure. Staff recognise and minimize hazards through effective long term and daily risk assessment. Children engage in road safety and stranger danger activities and frequently practise emergency evacuation of the building. Staff organise plenty of opportunities for children to learn about hazards and take risks in a safe environment. Therefore, risks of accidental injury are minimised and children are becoming safety conscious. Effective staff deployment ensures children are well supervised and supported. All legally required documentation and records are in place and implemented to meet children's needs and protect their welfare and well-being.

The organisation of toys and activities provides an inclusive and accessible environment for all children. This positively enhances their independence as they choose activities and select resources to develop or extend their play ideas. Staff support children well during the sessions and are sensitive to the needs of younger children and those less confident because English is not their first language. They are good role models for the children and encourage them to discuss their home life which is helping them to develop respect for themselves and each other. Staff demonstrate a commitment to promoting positive outcomes for children by developing their own knowledge through ongoing training and their contributions to the setting's developing self-evaluation processes. These early systems work alongside input from the children, their parents and other professionals to monitor and evaluate the provision realistically. However, the system is too new yet to identify and prioritise future development to ensure continual improvement in the outcomes for children.

Staff have established positive relationships with parents, carers and other providers. A good level of information is gathered initially to support children settling into the provision and enable staff to effectively respond to care needs and swiftly establish starting points. Parents, teachers and key workers all contribute to children's summaries each term ensuring consistency and cohesion in children's learning. Parents speak highly of the club, particularly relating to their children's safety and enjoyment. They feel well informed, both about their child and the roles and responsibilities of the setting. However, the safeguarding statement that is given to parents is incomplete and does not mirror the policy documents known to the staff team.

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

Children make good progress in their learning and development because the staff have a secure knowledge and understanding of the Early Years Foundation Stage. Key workers know their children well because they gather information from the parents, the school teachers and their own sensitive observations. This enables them, through play, to support and compliment children's individual school learning effectively. This knowledge of the individual child underpins planned activities based on their interests and consequently children are actively engaged in meaningful activity which embeds their learning or is moving them on. Good organisation and flexible routines provides opportunity for children to move freely and safely between indoors and outdoors. A good range of equipment in both areas means children are supported in their progress towards the early learning goals regardless of where they prefer to play.

Children enjoy their time at the Roundhouse. They know where to find toys and resources that they want to use and they are able to access them and tidy them away easily. They are developing a strong sense of belonging because they are cared for by consistent staff who are kind, caring and spend time playing with them. This promotes a happy and harmonious atmosphere and helps children feel safe and secure in their surroundings. Good levels of support from staff and effective use of questioning whilst children play encourages children's thought processes and developing vocabularies. The modelling of words and good eye contact is particularly effective in supporting children who have English as an additional language in enabling them to communicate their needs and participate fully in activities. Children confidently access the computers and games consoles supporting their ability in using technology. They also particularly enjoy cutting, sticking and modelling activities where they explore different textures and produce individual creations. They are learning about their environment. They wear their visibility jackets on a trip to the supermarket and understand where to cross the road safely. They select and purchase their favourite fruits which they have for their snack each day as part of a healthy diet. They engage in the 'Walking Bus' between school and the setting and have created posters to encourage people to recycle and these are displayed throughout the setting.

Children are learning to work co-operatively. They share resources effectively and take turns fairly in a game of 'four in a row' where they consider carefully where to put their coloured counters. They are all keen to win but are gracious when they do not as they understand that only one can win the game each time. Children are developing attitudes and skills which will support them in the future. Children enjoy playing outdoors in the fresh air. They often call at the park on their way back from school where they climb and balance on challenging play equipment. They engage in obstacle races and test the reactions on their bodies as they learn to take their pulse and discuss their heartbeats. Children have a growing awareness of the importance of activity in their everyday life.

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	3

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	3
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