

SKIPS Out of school

Inspection report for early years provision

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Inspector

Susan Heap

Setting address

Servite Parish Church, Cavendish Road, Salford,
Lancashire, M7 4WP

Telephone number

07535 952585

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).

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

SKIPS Out of School and Holiday Club has been registered since 2003. It is operated by a private provider in the Servite Parish Centre in the Salford area of Greater Manchester close to shops, schools, parks and public transport links. The setting is open each weekday from 7.30am to 8.45am and 3.05pm to 5.30pm during term time. In school holidays opening times are 8.30am to 5.30pm. Children have access to the main hall, bathroom facilities and the adjacent enclosed school playground.

The setting is registered to care for a maximum of 40 children at any one time. There are currently 19 children on roll on the Early Years Register who attend on different placements. The setting is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The setting currently supports a number of children who speak English as an additional language. There are 10 members staff who care for the children, of whom, eight have appropriate qualifications to NVQ level 2 and above.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff have a good knowledge of children in their care which ensures that they successfully promote children's care, welfare and learning. Children are safe and secure and enjoy their play and learning, actively participating in the good range of activities provided for them. Most aspects of observation, planning and assessment and organisation are good. Partnership working at all levels is good. This ensures consistency in the care provided and enables all children to enjoy and achieve. The staff team are enthusiastic and committed to improvement. They have successfully met areas identified for improvement at the last inspection. This means that priorities for development are realistic, successfully identified, acted upon and improve the outcomes for all children.

What steps need to be taken to improve provision further?

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

- review the organisation of the registration time to ensure the behaviour of older children does not impact on the care of children in the early years age range
- develop the observation, assessment and planning systems to ensure that the staff team are fully confident in its delivery and to ensure each child receives a challenging and interesting learning experience.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe environment through effective procedures and practices, such as robust recruitment, selection and induction procedures, and daily risk assessments. All staff are fully vetted and disclosure numbers are recorded. These are checked annually by the manager and staff sign a disclaimer to confirm there have been no changes to their circumstances. There is a strong commitment to staff attending training to develop their skills and knowledge in all areas of safety, such as safeguarding and first aid. These successfully promote children's safety and ensure that the whole staff team have a good knowledge and understanding of their responsibilities regarding children's welfare and safeguarding.

Effective deployment of qualified and experienced staff means that children are supported well in their play and learning. For example, staff have designated areas of responsibility, such as preparing the morning and afternoon snacks, or supporting children in craft or information communication and technology activities. Recent improvements mean that toys, equipment and resources are organised effectively to promote continuous provision and enable children to make choices and develop their independence.

The staff are fully supported by an enthusiastic manager to improve their knowledge and skills. They access a variety of training courses which enable them to continually enhance their skills and improve outcomes for children. The staff team demonstrate a positive capacity for improvement, as all actions and recommendations raised at the previous inspection, have been successfully addressed. These have all improved the quality of children's safety, care, learning and welfare.

The staff work well together as a team and partnership working with parents and other professionals is well established. Consequently, they successfully provide an inclusive environment where there is a strong commitment to children's care, welfare and ability to enjoy and achieve to their full potential. Good systems are in place to inform parents about their child's developmental progress and achievements. For example, there are ongoing daily discussions, regular newsletters, questionnaires and a wealth of written policies and procedures readily available. Parents comment extremely positively on the good quality of care, activities and support offered to their children and themselves as a family. They state that the staff team are friendly and approachable and their children enjoy their time in the setting.

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

Staff have a secure understanding of the Early Years Foundation Stage and provide a good range of play materials and activities for the children. There is a strong

focus on activities being child-led. As a result, children play an active part in the decision making processes, such as choosing what they will eat at snack time and the play activities for the following day. Adult-led or initiated activities are successfully used to extend children's learning of particular subjects, such as personal safety or other cultures and beliefs. For example, recent planned activities have included discussions about Diwali and Sukkot. The staff team have a secure knowledge and understanding of each child's individual needs. They have developed secure systems to share key information about their health, care and development with parents and teachers. This means that inclusion is fully reflected in practice. Observation, planning and assessment systems are in the early stages of development.

Children have a clear sense of belonging and are eager to participate in their play. They build positive relationships with their peers, siblings, older children and the staff team. They enjoy participating in games with each other. For example, older children willingly help children in the early years age range with their chosen activity, such as building with bricks or completing a computer game. As a result, children are developing a good understanding of the needs of others and good skills for the future. On the whole children behave very well. They have a secure understanding of the ground rules that are in place which they have also helped to write. This means that they know and understand the expectations of the staff and the consequences of their actions. They know how to use scissors safely and to walk, not run when indoors. However, occasionally the behaviour of older children impacts on the care of children in the early years age range, such as at registration. This means that sometimes key messages are not always successfully heard and understood.

Children participate in a good range of activities which help to promote their health and well-being and develop their understanding of the importance of a healthy lifestyle. They benefit from physical activity on a daily basis either in the outdoor area or playing games, such as 'Jelly Beans' or 'Sleeping lions' in the hall. They show good levels of control and spatial awareness as they actively join in, jumping up and down or lying quietly. Children are encouraged to independently practice their own personal care, health and hygiene through the daily routines. For example, children who attend the breakfast club are actively involved in promoting dental health and hygiene. Each child has their own wash bag, toothbrush and toothpaste which are changed every three months.

All children enjoy a wide variety of sensory experiences, such as exploring shaving foam or custard powder. They enjoy making patterns, practising their mark-making skills or learning new words, such as 'gooey'. They play imaginatively pretending to be aliens as their hands are covered in shaving foam. Since the last inspection, considerable emphasis has been placed on developing children's self-help skills and independence. As a result, children are able to express themselves creatively through a range of art and craft materials being readily available and accessible. Children concentrate well for long periods of time as they cut and paste pictures or make patterns, or play cooperatively together with the dressing up clothes. They actively participate in making their own snacks at snack time, such as buttering the bread to make sandwiches of ham or cheese, or pouring their own drinks.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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