

Alpha and Omega Club at Gawthorpe Community Primary School

Inspection report for early years provision

Unique reference number	EY408909
Inspection date	13/12/2010
Inspector	Paula Fretwell
Setting address	Gawthorpe Primary School, High Street, OSSETT, West Yorkshire, WF5 9QP
Telephone number	01924302975
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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

Alpha and Omega Club was registered in 2010. It operates within Gawthorpe Community Primary School, where they have use of the dining hall and associated facilities. The club has use of the school grounds for outdoor activities. The setting is registered to care for a maximum of 40 children under eight years at anyone time and is registered by Ofsted on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. There are 26 children on roll, seven of whom are on the Early Years Register. The setting is open from 7.45am to 9am and 3pm to 6pm before and after school during term time and occasionally from 8am to 6pm during the school holidays. There are always two members of staff, who have relevant Level 3 qualifications, who work directly with the children at any one time.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a safe environment where they mostly access a suitable range of activities according to their needs and interests. Practitioners support children's individual welfare, learning and development needs appropriately. Self-evaluation systems are becoming established to enable the setting to accurately identify strengths and areas to improve. Partnerships with parents help to promote the individual welfare of each child and staff are aware of the benefits of establishing links with others to enhance opportunities for children's learning and development.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- take necessary steps to safeguard and promote the welfare of children. In particular, ensure the procedure for collection of children after school is robustly followed. 13/12/2010

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

- share information about children's achievement with parents and encourage parents to share what they know about their child as starting points for their learning and development and as an ongoing process to determine their next steps (W4)
- ensure the premises and equipment are organised in a way that meets the needs of all the children. In particular, furniture should be of appropriate size and there should be provision available for children who wish to relax, play quietly or sleep, equipped with appropriate furniture (W1.3)

- establish effective systems to ensure that the individual needs of all children are met. For example, develop links with other settings that children attend in the Early Years Foundation Stage to enhance opportunities for children's learning and development. (W4)

The effectiveness of leadership and management of the early years provision

Practitioners have a clear knowledge and understanding of safeguarding children and there is a comprehensive policy and procedure in place for dealing with any child protection concerns or allegations. Safeguarding training is undertaken by all staff to ensure they are able to identify the signs of abuse or neglect. Children are mostly safe and secure in the setting, although procedures for collecting children from school are not always robustly followed. For example, staff do not thoroughly check with the school if children are not present. This may compromise children's safety. Visitors to the setting are monitored and recorded clearly and the main door is kept secure so that children cannot leave unattended. Children freely access the space they need to play and a basic range of resources is used appropriately. However, the furniture in use is too big for the youngest children to sit comfortably. Also, there is limited provision for children to access comfortable seating to rest or relax as they need to.

Children feel valued as practitioners ensure they have individual attention and they spend time chatting to them about their interests and about their time at school. Systems for making observations of children's progress are becoming established. However, little information is obtained from parents about children's starting points or shared routinely to enable practitioners to plan for the next steps in their learning. Profiles of children's achievements are being compiled to show examples of their time in the setting and parents are welcome to see these at any time. Practitioners understand the need to develop links with other professionals who have responsibility for each child, although these are not yet fully established. Systems for monitoring and evaluating the quality of the provision are developing and the setting obtains feedback from the children about the quality of the service.

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

Children are happy and enjoy their time in the setting. Positive relationships are in place to enable children to be confident in their play. They assertively make their needs known and practitioners respond promptly to ensure these are met. Children know the familiar routine of the session and there is a good balance of child-initiated and adult-led activities to promote their development across all six areas of learning. The emphasis is on play and children enjoy the freedom to develop their own ideas. For example, they set up a show with music and puppets, negotiating with each other the parts each will play. Older children show responsibility for younger children and they help to organise large group games, such as musical chairs. Children enjoy construction activities and practitioners enable them to spend time uninterrupted to complete their creations. Children

work cooperatively together to make coloured paper chains and they compare different lengths and count the links and colours. Children's personal interests are considered well and practitioners engage in conversations with them during their play to extend their learning. Children enjoy making decisions about what they play with and practitioners facilitate their ideas and join in when asked to. For example, practitioners are invited to a puppet show and they readily become part of the audience.

Children's health is supported through effective policies, practices and personal hygiene routines. Children practise washing their hands and their independence is encouraged well. Outdoor and indoor activities support children's good health and they enjoy regular access to the outdoor play areas. Children enjoy a wide range of fresh fruit and healthy snacks and practitioners work closely with parents to ensure all dietary needs are met. Children help to decide what food to have and they write the menu to display for parents. They take responsibility for setting the table and they competently serve their own food and drinks. This helps children develop their skills for the future and they enjoy helping with this aspect of the routine. Children sit down to eat together and this is a sociable time with lots of lively conversation and banter. Practitioners support children's developing sense of humour by sharing in their simple jokes.

Children are encouraged to consider the needs and feelings of others and to behave with respect for each other. They learn to appreciate people's similarities and differences through discussion and activities. Practitioners challenge any unkind behaviour and they have a consistent approach. Children enjoy taking responsibilities for setting the club rules and they write these together and display them. This gives them a sense of responsibility and ownership of their setting.

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?	3
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	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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
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

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