

Slade Lane Neighbourhood Centre

Inspection report for early years provision

Unique reference number	500181
Inspection date	08/02/2011
Inspector	Christine Myerscough
Setting address	642 Stockport Road, Longsight, Manchester, M13 0RZ
Telephone number	0161 224 1451
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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

Slade Lane Neighbourhood Centre has been operating for over 30 years and is a voluntary organisation run by a committee. It operates from a playroom in a detached building in the Longsight area of Manchester. Children have access to an enclosed outdoor play area. A playgroup is open Monday to Friday from 9.15am to 12.15pm and operates on a term time basis only. The centre also provides an open access play scheme which operates during the Easter holiday for two weeks, and from 9.30am until 12 noon and from 1pm to 3.30pm for the first three weeks of the summer holidays.

The centre is registered by Ofsted on the Early Years Register. A maximum of 13 children may attend at any one time, no more than 12 of whom may be in the early years age group. There are currently 12 children aged from three years to under four years on roll. The centre support children who speak English as an additional language. The centre is also registered on the compulsory and voluntary parts of the Childcare Register.

There are four members of staff, all of whom hold appropriate early years qualifications. The centre is a registered charity and works with parents and children from the local community and with other agencies.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are valued for their individuality and feel included in a positive environment. Overall, their welfare and learning needs are satisfactorily provided for. However, a legal aspect of a welfare requirement of the Early Years Foundation Stage is not being met. Close working relationships with parents promote consistency of care for children. The centre has a positive commitment to the continual development of their service and is aware that their system for self-evaluation is an area for development. Areas for further improvement centre on keeping the required documentation, developing children's understanding of living things and ensuring there is a special educational needs co-ordinator in place.

What steps need to be taken to improve provision further?

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

- ensure that necessary steps are taken to safeguard and promote the welfare of children by requesting parents' written permission to seek emergency medical advice or treatment (Safeguarding and promoting children's welfare).
- 15/02/2011

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

- develop self-evaluation systems for identifying strengths and priorities for development that will improve the quality of the provision for children
- identify a named person who can act as a special educational needs co-ordinator
- develop activities to help children identify some features of living things.

The effectiveness of leadership and management of the early years provision

A consistent staff team work well together and deploy themselves effectively to meet children's needs. Suitable procedures are in place to ensure all adults are appropriately vetted to promote children's safety. Children's welfare is safeguarded as staff have a clear understanding of their responsibility to liaise with appropriate agencies if child protection concerns arise. Appropriate risk assessments are undertaken to minimise the risk of accidental injury and to keep children free from harm. A satisfactory range of policies and procedures underpin the safe care and management of the children and the centre. Most of the required documentation is in order, however, written permission from parents to seek emergency medical advice or treatment is not in place. This is a breach of a welfare requirement and compromises children's health. Children are cared for in suitably maintained surroundings. The playroom is bright and inviting and children have a sufficient amount of space to play their games in comfort. Good quality resources are suitably organised to support children's growing independence. Children confidently make choices, as they select toys which are stored at their height.

The centre demonstrates a sound capacity to maintain continuous improvement. Daily discussions provide an opportunity for staff to critically evaluate their practice. Appropriate monitoring procedures are in place to ensure the centre runs smoothly. Staff are encouraged and supported to attend ongoing training, to promote their knowledge and skills. Effective links are established with an early years teacher from Sure Start, who offers advice to staff, for example, on ways to improve the layout of the playroom. Staff are beginning to self-evaluate their practice to identify their strengths and areas for improvement. However, self-evaluation is not sufficiently robust to identify some gaps in the provision. For example, the centre has not identified a staff member to act as a special educational needs co-ordinator who could take on responsibility for children who may require extra support. Recommendations raised at the last inspection have been met. For example, fresh drinking water is accessible to children at all times to keep them well refreshed.

An open and friendly approach with parents contributes to establishing a positive working relationship. Parents complete an 'all about me' booklet, which provides staff with relevant information about how to meet their children's specific needs, such as their cultural and dietary requirements. Daily discussions and a philosophy document keep parents suitably informed about their children's well-being and the service on offer. Parents are invited to take home a book to share with their children and families enjoy reading the stories together. They are pleased with the

service on offer and some families attend courses run by the centre to support them with parenting skills. The children currently cared for do not attend any other settings delivering the Early Years Foundation Stage, although staff have a satisfactory understanding of the importance of working in partnership with others to help promote continuity of care and education for children.

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

Children engage in a suitable range of activities and make steady progress in their development. They are content and feel at ease at the centre. Staff create a warm and welcoming atmosphere through their cheerful and caring approach. They join in activities and interact appropriately with children to support them as they play. This helps to promote children's learning and successfully builds their concentration. Information gained from observational assessment is used satisfactorily to inform planning for the next steps in children's learning.

Children freely make decisions about their play and eagerly select their favourite toys on arrival. They are beginning to learn to cooperate with one another as they share resources and space. Staff regularly praise children and award them stickers on a chart for their achievements. This enables children to feel good about themselves and develop a positive self-esteem. Staff value linguistic diversity by requesting that families who speak English as an additional language share some basic words in a child's home language. This enables staff to successfully support children in expressing their needs. Storytelling and singing songs is very effective in promoting children's developing communication skills. Children listen intently to stories and enthusiastically take part in action rhymes. They are beginning to recognise their name on their name card and concentrate very well as they practise their pre-writing skills. Mathematical awareness is satisfactorily promoted. Children take an interest in counting and learn to problem solve as they place numbers in a shape sorter. They learn about volume and capacity by filling up their buckets with sand and show delight as they make a sand castle.

Children are beginning to learn about nature as they explore leaves and talk about why they fall from trees. However, they have less opportunity to identify some features of living things. Through taking part in activities linked to different festivals, children learn about diversity and the wider world. During Chinese New Year, children taste related foods such as prawn crackers. Children show an interest in programmable toys and enjoy pressing buttons on resources, such as telephones. The outdoor play area is popular with children. Children eagerly exercise their bodies, throw hoops into the air and learn to competently ride bikes down a long ramp. Organised group games produce plenty of excitement and children share fun experiences together. Children express their creativity. They paint freely at the easel and show curiosity as they experiment with dough. Boys particularly enjoy dressing up in their favourite masks and pretending to be superheroes.

Risk of cross-infection is minimised, as children learn to follow appropriate hygiene routines. For example, they remember to wash their hands before eating and after

using the toilet. Children look forward to snack time. They enjoy healthy foods, such as fresh fruit and eagerly tuck in to strawberries, bananas and grapes. Planned visits from the police and fire brigade help children to develop an understanding about how to protect themselves from harm. The centre involves children in fire drills to enable them to become familiar with safe practices and they learn to evacuate the premises quickly.

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

The quality of the provision in the Early Years Foundation Stage	3
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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