

St Anne's Care Club

Inspection report for early years provision

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Inspector

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Setting address

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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

St Anne's Care Club registered independently from St Anne's Church of England School, Royton, Oldham in 2007. The club is operated by two individuals from two rooms on the first floor of the school's infant department. Access is via a secure entrance and a well lit staircase. All children enjoy access to enclosed outdoor play areas.

The club is registered on the Early Years Register for a maximum of 40 children between the ages of three and eight years at any one time. All of these children can be in the early years age group. The club is also registered on the compulsory and voluntary parts of the Childcare Register. Currently there are 80 children on roll. This includes eight early years children. All children attend St Anne's School and mainly come from the local community. Sessions are before and after school during term times and these are from 7.45am to 9am and 3.15pm to 5.45pm. The club offers holiday care for all school closures, when it operates between 7.45am and 5.45pm each weekday with the exception of statutory holidays.

There is currently a staff team of five who work directly with the children, four of whom hold appropriate early years qualifications to a minimum of Level 3. The remaining staff member is working towards an appropriate qualification. The club receives 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 ensure children's individual needs are known and well met, thus promoting their well-being in an inclusive and caring environment. Children are confident, secure and enjoyably engaged in stimulating activities that interest them and contribute to their journey towards the early learning goals. Collaborative working with parents and most professionals supports staff in tailoring planning and individual support for the children. Systems to evaluate the provision take into account the views of adults, children and other professionals.

What steps need to be taken to improve provision further?

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

- develop further the working partnership and communication between the setting and the school for the benefit of children, so there can be continuity in their learning.

The effectiveness of leadership and management of the early years provision

The protection of children's welfare is exemplary as 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. Procedures work well in practice. Furthermore, the rigorous recruitment, vetting and induction procedures that staff undergo ensure that children are cared for by suitable adults. The premises are warm, inviting, safe and secure. Staff recognise and minimize hazards through comprehensive long-term and daily risk assessment while organising plenty of play opportunities for children to learn about hazards and take risks in a safe environment. Children often conduct their own risk assessment of their play ideas. This means risks of accidental injuries are minimised and children are becoming safety conscious. Effective staff deployment ensures children are well supervised and supported. All the 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 the play areas, toys and resources provide an inclusive and accessible environment for all children. This positively enhances children's independence and initiative as they choose and select activities and resources to develop and extend their play ideas. Children contribute to the planning of activities and the setting-up and tidying away of activities. Staff are good role models for the children and encourage them to discuss their home life, explore their feelings and consider what friendship means. All activities are helping the children learn to value and respect themselves and each other. Staff demonstrate their commitment to promoting positive outcomes for children by developing their own knowledge through ongoing training and making contributions to the setting's self-evaluation processes. Parents, children and other professionals also contribute to the process which monitors and evaluates the provision realistically and effectively targets continual improvement. Rigorous tackling of the recommendations from the previous inspection have improved outcomes for children.

Staff establish positive relationships with parents, carers and other professionals. A good level of information, mainly from parents, is established initially to support children settling into the provision and enable key worker staff to effectively respond to children's care needs and develop an understanding of their backgrounds. The setting also gathers information from parents relating to their children's learning, development and interests which allows them to swiftly establish children's starting points. They talk on a regular basis with the children's teachers and have furnished them with copies of their written planning and observations to try to ensure they complement children's progress in school and do not overload them. The school verbally shares children's Early Years Foundation Stage learning and development information with the setting. Strong working relationships with multi-agency professionals ensure children's welfare and well-being are well protected and promoted.

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 how children learn through play. They provide a wide range of stimulating and interesting activities, opportunities and experiences for the children in their care which contributes to their steady progress towards the early learning goals. Staff know the children well as observation and assessment is integral to their practice and informs the planning and support for individual children. This individual support significantly contributes to the children's growing confidence and enthusiasm to learn. Staff track children's progress and keep a record of achievements which is shared with parents. Good organisation and flexible routines provide opportunities for children to move freely and safely in and around the environment. An excellent range of equipment in all play 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 setting. They know where to find toys and resources that they want to use and are able to access them and tidy them away easily. Children are developing a strong sense of belonging as they are cared for by consistent staff who are kind and caring and spend their time playing with them. This promotes a happy and harmonious atmosphere and helps children feel safe and secure in their surroundings. Children confidently access the computers, supporting their ability in using technology. They can be seen looking at books in the comfortable book area and conducting a puppet show in a theatre they have improvised because the school have temporarily borrowed theirs. Children develop their imaginations in art and crafts, for example, they use potatoes to print dinosaur footprints and make gingerbread figure puppets out of brown paper, sticks and raisins. They identify and mix primary colours to produce secondary colours and learn about shades. They design and build using recycled materials, small wooden blocks, train and road tracks. Children are using their senses to learn about textures, properties of an object, reckoning, weights and measures as they role play in their greengrocers shop. It is stacked high with real fruits and vegetables and children discuss how these feel and smell as they weigh them out on scales in response to 'customers' requests, add items together, take money and give change from the till. Children are engaged in meaningful play throughout the setting while developing skills and abilities which will serve them well in their future lives.

Children have a good understanding of healthy eating. They regularly write-up their ideas for snacks on the chart on the wall, with their suggestions clearly showing their preferences for healthy options. When they are thirsty they help themselves to a cup of water from the regularly replenished jug. They enjoy a wide range of team games, physical activities and free play opportunities both in the fresh air and once a week in the school hall. This is raising children's awareness of the importance of exercise and developing their ability to cooperate. In a game of musical statues, the children are all keen to win and most are gracious when they are out. When one young child is out and becomes upset, other children who are already out rally round her, rub her back and console her,

helping her to come to terms with it. Children are developing kind and caring attitudes towards others.

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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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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