

Manor Way Activity Club

Inspection report for early years provision

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18/02/2011

Inspector

Sue Rogers

Setting address

Manor Way Primary School, Brier Mill Road, Halesowen,
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Telephone number

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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

Manor Way Activity Club opened in 1997. It operates from the school dining hall in Manor Way Primary School, Halesowen, West Midlands. Children have access to an enclosed outdoor area. A maximum of 32 children under eight years may attend the setting at any one time. The setting currently takes children from four years of age to 11 years. The setting is open Monday to Friday from 8am until 8.45am and 3.30pm until 5.30pm, during term time. During school holidays the setting opens from 8.30am until 5.30pm Monday to Friday. The setting serves children who attend Manor Way Primary School during term time and additional children from the local area during school holidays.

There are currently 45 children aged from four to 11 years on roll. Of these, 22 children are under eight years of age and four are in the early years age group. The setting has strategies in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting employs four staff members of staff who work with the children, all of whom hold an appropriate early years qualification. One member of staff has a National Vocational Qualification at level 5 and three staff members from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well and make good progress in this setting and are well supported by dedicated and knowledgeable staff. Effective partnerships with parents, carers and other agencies are in place. Staff work confidently with other agencies, to provide a service that is wholly inclusive. All children's views are valued, with any changes to the setting being implemented after consultations with children. Documentation is mostly effective and serves to protect the children who are cared for at the setting. Children's assessments are well established, with information being regularly shared with parents and the school. The system for measuring the effectiveness of the setting is embedded overall, and includes the views of children and parents, demonstrating that the setting has a good capacity for improvement.

What steps need to be taken to improve provision further?

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

- ensure that information about who has legal contact with the child; and who has parental responsibility for the child is obtained from parents. (Safeguarding and welfare)
- 18/03/2011

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

- develop further the quality improvement processes in the setting- recognising how these processes can extend effective practice and help improve the outcomes for every child.

The effectiveness of leadership and management of the early years provision

Children are well protected as staff have a good understanding of keeping children safe through their roles and responsibilities. The policies and procedures for safeguarding are regularly reviewed and shared with parents. All managers have completed relevant child protection training and new staff have this included in their induction. A regular risk assessment is completed, protecting children's welfare, and daily check lists ensure that the equipment and premises are safe. Children are encouraged to measure risks in their play as staff support them well and take time to explain potential risks. Most of the documentation is regularly reviewed and is effective in protecting children's needs. However, the setting has not yet obtained from parents information about who has legal contact and parental responsibility for their child, potentially compromising their welfare. This is a breach of a specific legal requirement of the Early Years Foundation Stage. Robust recruitment and vetting procedures make sure that all staff are suitable for their role. Regular staff appraisals and monitoring ensures that staff are well supported and encouraged to develop in their professional role.

Staff are aware of children's individual needs and these are considered in all aspects of the provision. Children are regularly consulted so that improvements reflect their preferences. There is an effective system for evaluating the effectiveness of the setting that is ongoing. This is in the process of being documented and includes consultations with parents and children through questionnaires and discussions. The effective partnership with parents and the school makes sure that the needs of each child are met well. Staff are able to work with additional agencies so that children and parents are supported and feel informed. A variety of cultures and traditions are acknowledged and celebrated through themed activities so that children develop positive attitudes to equality and diversity. Staff have effective strategies in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. For example, assessments and information on children's progress who are in the early years age group are regularly shared with teaching staff. Newsletters, annotated photographs and notice boards provide details of children's activities and parents comment positively that they have confidence in the care that their children receive.

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

A lively and stimulating programme of activities ensures that children make good progress in their learning and development. Staff carefully listen to children's requests and through this make sure that children engage and participate well. Children have formed friendships in the setting and both trust and respect staff, which is reflected through their positive behaviour. This results in children who are confident and happy. A varied range of outings take place during the school holidays, including visits to the local woodland, leisure centres and restaurants. A range of healthy outdoor activities encourages children to enjoy exercise. They benefit from playing football and walking in the wooded area searching for bugs, animals and plants. Children learn about healthy eating through cooking activities and learn to serve themselves during breakfast and tea. They have ready access to drinks of water and fruit squash during the session. They develop their preferences by measuring out and mixing together fruit juices to create drinks of their choice. There are hygienic facilities for children to store their lunchtime snacks safely during the holidays and the children have a good understanding of hygiene and nutrition. Children develop an appreciation of positive routines that protect them from illness and infection by washing their hands before meals and after play. Activities that promote children's physical health meet their individual needs and preferences and include using dance mats and playing football outdoors. Children are developing a good sense of how to be safe through their discussions with staff and how they interact with one another.

Children enjoy sharing their creative ideas as they plan a large-scale cardboard town where they create individual buildings. They learn about sustainability issues as they recycle cereal packaging for three dimensional models and put their fruit peelings onto a compost heap. The children confidently access activities of their choice, demonstrating high levels of cooperation and behaviour which enable them to thoroughly enjoy themselves. They gain a good awareness of different cultures and appreciate diversity through exploring positive images that reflect the wider world.

Staff work consistently and sensitively with children, providing individual support where appropriate and standing back when children want to direct their own play. Children's communication skills are promoted as they put together a handwritten book and make lists of preferred activities. They develop their problem solving skills as they measure and calculate during craft and cooking activities. Staff supervise the children well and encourage their participation. They follow the children's interests, encourage new experiences and stimulate their thinking by guiding them. Children enjoy the activities on offer and appreciate spending quality time with their friends. The setting extends their learning and development in a welcoming and caring environment.

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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