

Beaver Road Play Station

Inspection report for early years provision

Unique reference number EY348722
Inspection date 04/03/2011
Inspector Christine Myerscough

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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

Beaver Road Play Station was registered in 2007. It is run by Total Childcare Limited who also run a nursery in the local area. The club operates from two rooms in Didsbury Baptist Church in the Didsbury area of Manchester. Children have access to an enclosed adjoining school playground for outdoor play. The club is open each weekday from 7.30am to 6.30pm and also operates during school holidays from 7.30am to 6.30pm.

The club is registered by Ofsted on the Early Years Register. A maximum of 50 children may attend the club at any one time and no child may be under the age of three years. There are currently 87 children aged from three to 11-years-old on roll. The club currently support children who speak English as an additional language. The club is also registered on the compulsory and voluntary parts of the Childcare Register.

There are a total of eight members of staff, all of whom hold appropriate qualifications in early years. The club has links with local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safe and secure in a supportive environment. They thoroughly enjoy their play and develop a positive disposition to learning, because activities capture their enthusiasm. Children feel included because staff value the uniqueness of each child and treat them with equal respect. Good relationships exist with parents and effective links are established with other providers involved in children's care and education. The provision successfully self-evaluates their practice and is committed to implementing ongoing improvements, to support the continual development of the service. Areas for further development centre on increasing the amount of technological resources, improving the book area and inviting parents to contribute to the ongoing observations of their children's learning.

What steps need to be taken to improve provision further?

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

- build on existing good partnership working by inviting parents to contribute to the ongoing observations of their children's learning
- introduce resources to enable children to find out about and identify the uses of everyday technology
- create an attractive book area where children can enjoy books and stories.

The effectiveness of leadership and management of the early years provision

The club runs smoothly because it is well led and managed. Staff work well as a team and are clear about their responsibilities. They deploy themselves effectively to ensure children are supervised at all times. This enables children to feel well supported and safe in their care. Rigorous recruitment and vetting procedures ensure children are cared for by suitable people. Thorough risk assessments are undertaken to keep children free from harm and during outings, children wear wrist bands with appropriate contact details. Good security arrangements prevent unwanted entry into the club and the entrance area is effectively monitored by staff. Staff have a secure understanding of their responsibility to liaise with appropriate agencies if child protection concerns arise and robust safeguarding procedures are in place. Records are well-organised and a comprehensive range of policies and procedures underpins the safe care and management of the children.

Children make good use of the play space and move around in a confident manner. They make individual choices about their play and good quality toys stimulate their curiosity. The club is able to critically analyse their strengths and identify areas for further development through effectively self-evaluating and monitoring their service. To keep abreast of current issues in childcare, close links are established with Sure Start and staff are well supported to attend ongoing training, to extend their knowledge and skills. Monthly staff meetings provide a good opportunity to share good practice and identify priorities for improvement. Future plans for development are well-chosen and include the introduction of tooth brushing for children in the before and after school club. Recommendations raised at the last inspection have been acted upon. For example, all documentation is now available for inspection. This ensures a safe and efficient service for children.

An open and friendly approach with parents contributes to establishing a good working partnership. Daily discussions keep parents well informed about their child's welfare. Detailed information is sought prior to admission, as parents complete an all about me sheet, which provides staff with information about how to meet their child's individual needs. This enables staff to take into account parents' wishes, such as, meeting the children's specific dietary requirements. Parental feedback is sought using questionnaires and parents are very happy with the service on offer. Children's individual learning journey files with evidence of their work, photographs, and achievements are available to view to keep parents up-to-date about their children's progress. However, systems are not yet in place to invite parents to contribute to the ongoing observations of their children's learning.

The club has well established relationships with local schools, who are also involved in the delivery of the Early Years Foundation Stage. Staff liaise closely with teachers to promote the integration of care and education. For example, information is shared about current topics, such as, 'people who help us'. This enables staff to effectively plan further activities to consolidate and extend children's learning experiences in the club.

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

Children are happy and develop a strong sense of belonging. The vast majority of children in the club have also attended the local nursery run by Total Childcare Limited. This means they are cared for by a consistent staff team who are very familiar with their needs. As a result, children feel totally reassured, enjoy a very smooth transition and settle in immediately at the club. Staff play closely with children and support their learning through effective encouragement and regular praise. Their relationships with children are secure and children enjoy their company. A broad range of fun play experiences are on offer. Activities appeal to children's individual interests, which strongly motivates them to participate and join in. This successfully supports their learning and they make good progress towards the early learning goals. Staff record their observations of children's interests and achievements. Information gained from observational assessment is used effectively to plan for the next steps in each child's learning.

Children actively engage in play. Games, such as, hide and seek provide plenty of excitement and the lively atmosphere encourages children to be good humoured. Children behave very well and develop a positive self-esteem. They play cooperatively with their friends and take part in writing the rules of the club. Children are articulate and confidently communicate with staff. 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 communicating their needs. The book area provides comfortable surroundings with large cushions for children's rest and relaxation. However, books are not presented in an appealing manner to promote children's enjoyment of books and stories.

A game of snakes and ladders provides a good opportunity for children to develop their counting skills. Den-making is a very popular activity. Children spend a considerable amount of time problem-solving and building their dens using bamboo canes, lengths of fabric and cardboard. The introduction of activities, such as, cooking and knitting has inspired children to develop new skills. Children eagerly make homemade soups and plait wool to create friendship bracelets for their friends. During school holidays, children enjoy many planned trips to places of interest. For example, a visit to a Tutankhamen exhibition ignited children's interest about the Egyptians. By taking part in a range of cultural festivals, children gain an appreciation of the cultures and beliefs of others. During Chinese New Year, children celebrated the Year of the Rabbit by making rabbits from clay.

The use of recycled materials enables children to practise their junk modelling techniques. Children become inventive as they make hats, a birds' nest and an umbrella. As children play independently on the computer they develop good skills for the future and become competent in using a mouse. However, there is a limited range of resources to enable children to find out about and identify the uses of everyday technology. Children keep fit and gain immense pleasure from being outdoors in the spacious school playground. They look forward to engaging in physical play activities, as they ride bikes at speed and actively participate in

games, such as football. Children develop good skills with their hands and adeptly use scissors and tape. They enjoy engaging in imaginative play, as they confidently dress up in costumes and take on roles, such as, doctors and dentists.

Children benefit from healthy snacks to promote their growth and development. Snack time provides a good opportunity for children to relax and unwind their bodies. Children eagerly chat with their friends and enjoy a range of healthy foods, such as, pizza, tuna sandwiches and organic fresh fruit. Children gain a good awareness about how to avoid potential dangers. The use of laminated picture cards enables them to them to understand the important rules of road safety. Monthly fire drills are undertaken and children learn how to evacuate the club quickly. Children act very sensibly as they walk from school to the club with staff. They remember to stay close together, walk in pairs and hold hands together. Effective practices are in place to minimise the risk of cross infection and to promote children's good health. Children confidently follow well-established hygiene routines. They are aware of the importance of hand washing in removing germs and wash their hands thoroughly before eating their snack.

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

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