

# CHAOS (Children's Activities Out of School)

Inspection report for early years provision

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<b>Unique reference number</b>	EY414848
<b>Inspection date</b>	02/03/2011
<b>Inspector</b>	Margaret Mellor

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<b>Type of setting</b>	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**

CHAOS was registered in 2010. The out of school provision is run by an individual provider and is based in St. Bridgets Church of England Primary School, West Kirby, Wirral. Children use the atrium, school hall and a secure, fully enclosed school playground. The provision is open Monday to Friday from 7.35am to 8.55am and 3.30pm to 5.45pm term time only. They serve children attending the school.

The provision is registered to care for a maximum of 16 children under eight years at any one time, of whom no more than 16 may be in the early years age range. There are three children on roll in this age group. They also offer care to children aged over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. They support children who have English as an additional language.

The provision employs three staff to work with the children. Of these, one holds an appropriate playwork qualification to National Vocational Qualification Level 3 and one is a primary school teacher. They receive support from Wirral Borough Council and an early years development worker.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children happily engage in their play in the welcoming, enabling and generally well-resourced environment. Good emphasis is given to safeguarding children and promoting their welfare. A meaningful relationship with parents contributes to the inclusive atmosphere that welcomes all children and partnerships with the school are developing well. The staff team have a sound understanding of the Early Years Foundation Stage and children make steady progress in their learning. They are beginning to use observations of the children to plan enjoyable activities and monitor their development. The management are keen to maintain continuous quality improvement and recognise that self-evaluation is in its early stages.

## **What steps need to be taken to improve provision further?**

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

- improve the assessment arrangements to assist in monitoring children's progress towards the early learning goals and achieving their full potential
- provide a suitable range of resources for the children that reflect positive images of race and disability
- improve self-evaluation to include the views and thoughts of parents.

## **The effectiveness of leadership and management of the early years provision**

Children play safely and with confidence in the provision because staffing ratios that exceed requirements ensures that they are supervised well. Staff have accessed safeguarding training and are secure in their knowledge of the procedures for reporting child protection concerns. Risk assessments of the premises along with staff vetting procedures are sufficiently robust. Good hygiene practices, nutritious snacks and activities stimulate children's interest in a healthy lifestyle. Well-written policies are available for parents to view and an introductory pack informs them of the provision's activities. All the regulatory daily documentation is maintained for the safe and effective management of the provision.

The management and staff enjoy positive relationships with parents who say that they are very happy with the quality of provision. 'All about me' booklets and initial observations help the key person to identify children's starting points. Therefore, children's home language and individual needs are respected and they make steady progress in their development. Ongoing sharing of information is effective because staff take time to give parent's feedback and a daily communication book also aids communication. Links forged with the school and playing board games with play money complements children's numeracy skills between environments.

The provision is very inviting and good deployment of resources enables children to initiate their own play and learning through hands on experiences. The management and staff are keen to promote better outcomes for children. Monitoring of the provision is conducted through observation of the children, team discussion and support of an early years development worker. For instance, they have introduced a multi sensory dark den as an outcome of children's interests and a Friday home work club. Key areas for future development include growing vegetables and the assessment arrangements. However, effective self-evaluation is impeded because they are not inviting the views or thoughts of parents.

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

Children make steady progress across the six areas of learning because staff plan enjoyable activities and an enabling environment for them. As a result, children settle quickly and work independently to create pictures with glitter and collage. This contributes to their creative development and outdoors children love things that further challenge their imagination, this is evident as they freely explore the leaves and wood. Staff actively involve children in planning and use topics to support interests, such as, making flags and drawing kangaroos for Australia day. The key person is beginning to use observations linked to the areas of learning and to record information in the child's 'All about me' booklet. However, children achieving their full potential is not maximised because their progress toward the early learning goals is not clearly identified in the assessment arrangements.

All children are included and staff have a lovely rapport with them. Kind words of praise and encouragement nurtures their emotional well-being. This is reflected in children's happiness and warm interactions with adults. Contributing to the group rules helps children to understand behaviour expectations, such as, taking turns and caring for the environment. As a result, they show care and concern for one another and recycle paper in craft activities. Children begin to develop respect for one another's culture as they sing songs to their friends in Polish and make decorations for Christmas or Diwali, although, there are few resources reflecting positive images of race and disability. Therefore, helping children to understand and embrace differences is sometimes impeded.

Children thoroughly enjoy their play and learn about colour, shape and pattern in craft activities and use problem solving when doing puzzles. This contributes to their mathematical development and they make good progress in their literacy skills. At snack time children share news about their school day and discuss and reflect on special events with confidence. They show obvious enjoyment when looking at books and good key person support helps children to link sounds to letters and write their name. Operating the radio and developing skills on the play station contributes to children's awareness of technology and future well-being.

Children are cared for in a well-maintained environment and an attractive display of their paintings values their contribution to the welcoming atmosphere. During play children are safety conscious when handling scissors and contributing to the outdoor risk assessment enhances their awareness of personal safety. In personal hygiene children understand how washing hands gets rid of germs because staff have established good hygiene practices. Children develop skills in independence when making their own sandwiches and staff's good use of group games, such as, 'crazy chef' stimulates their interest in healthy eating. Outdoors, children have great fun as they climb, balance on logs or mark make with chalks. This enriches children's physical skills along with helping them to adopt a healthy lifestyle.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	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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