

Withymoor Stay and Play Club

Inspection report for early years provision

Unique reference number 258828
Inspection date 15/03/2011
Inspector Sue Rogers

Setting address Withymoor Primary School, Gayfield Avenue, Brierley Hill,
West Midlands, DY5 2BH

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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

Withymoor Stay and Play Club opened in 2001 and is run by a committee. It operates from the community room and sports hall, which is based on the first floor, within Withymoor Primary School, on the outskirts of Brierley Hill, in the West Midlands. The setting opens each weekday from 7.30am until 8.50am and from 3.30pm until 6pm, during school term. During school holidays opening times are from 8am to 5.30pm between Mondays and Fridays.

A maximum of 40 children aged from two to eight years may attend the setting at any one time and the setting currently admits children aged from two to 11 years. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children can attend for a variety of sessions. There are currently 90 children on roll, of whom 20 are in the early years age group. The setting currently supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The setting employs ten members of staff, including the manager. Of these, five members of staff hold National Vocational Qualifications (NVQs) at level 6 and have qualified teacher status. Three members of staff hold NVQs at level 3 and one member of staff holds a NVQ at level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make satisfactory progress in this well attended and popular setting. There are suitable strategies in place to support children's varying needs and consequently they all feel valued and included. Safeguarding measures are satisfactory, as policies and procedures are mostly complete and updated. The indoor provision provides an appropriate range of opportunities to encourage children's learning and development, however, children's access to the outdoor area is often limited. The setting is developing systems to monitor its effectiveness and has a satisfactory capacity to improve in the future.

What steps need to be taken to improve provision further?

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

- make sure the safeguarding children policy includes the procedures to be followed in the event of an allegation being made against a member of staff (Safeguarding and promoting children's welfare) 14/04/2011
- improve the record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or 14/04/2011

incident. (Documentation)

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

- improve arrangements so children can more freely to access the outdoor environment
- develop further links with the host school to contribute towards children's continuing learning and support
- improve further the self-evaluation process so that it incorporates the views of children, parents and other providers to extend effective practice and help improve the outcomes for all children.

The effectiveness of leadership and management of the early years provision

There are appropriate procedures in place to protect children. All staff have attended child protection training and have a suitable knowledge of their roles and responsibilities. All staff have an appropriate understanding of the procedures to be followed in the event of an allegation being made against a member of staff. However, this is not documented within the setting's policies, which is a breach of requirements. Staff ensure children arrive safely at the start of sessions and are collected by parents at the end of the day, promoting their well-being. Regular checklists of the premises are carried out, however, the annual risk assessment documentation is not currently signed and dated by staff, which is a breach of requirements. Recruitment procedures for staff are appropriate, with all staff being checked and vetted for their suitability and qualifications. Children's attendance is recorded by both staff and parents as they collect their child and all accidents are recorded and parents properly notified. Staff are supported through training opportunities and they have all completed statutory training. As a result, there is always a member of staff present who has a paediatric first aid and food hygiene certificate. This ensures all children are suitably cared for at all times.

Staff are currently developing self-evaluation systems to measure the effectiveness of the setting and are motivated to improve the setting. They are looking at ways of including the views of parents, children and other providers in this process, as currently, the staff do not always take these in to account, which impacts on their analysis of the setting's strengths and areas for development. Activities are planned appropriately and outings arranged for children during the school holidays. However, as the setting is situated on the first floor there are few opportunities for children to access the outdoor environment, which limits opportunities for them to explore, exercise and move freely between different activities. Staff are supported in their role by each other and, therefore, are able to discuss the needs of individual children and organise activities that closely meet their needs.

Parents are satisfied with the care their children receive. Staff are flexible and accommodating to the varying needs of the children and their parents. Parents are kept informed of their children's progress and activities through discussions at collection time. Staff liaise with school teaching staff as they collect children from

their classrooms at the end of the school day, ensuring children feel safe. Links with the school as a whole are, however, limited. This impacts on the children's continuity of care. There are suitable strategies in place to support children who speak English as an additional language and those with special educational needs and/or disabilities as staff have established links with other agencies. Staff promote children's understanding of the needs of others as they use resources that give positive representations of other cultures.

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

Children make satisfactory progress as they are cared for by warm and friendly staff. Relationships between staff, children and their peers are positive. Staff plan learning opportunities that children enjoy because they listen to children's preferences and arrange relevant activities. Transitions between the school and the setting are managed appropriately so that children are supported well by familiar adults. This ensures children feel safe and cared for. Staff are aware of children's learning needs and use this information to plan for their further development. Children are beginning to appreciate that people have different needs, views, cultures and beliefs because staff promote equality and diversity and they access a range of appropriate resources. Support systems are in place for children who have recently commenced attending the setting, which ensures they settle well. Children behave well because staff remind them to be kind and considerate to each other.

Although there are few opportunities for outdoor play during sessions, children have opportunities to learn about the world around them through outings during the school holidays and visits from people within the community. Children learned about a range of exotic animals when a recent visitor talked to them about spiders and snakes. Throughout activities, children are encouraged to discuss their views with each other, and this promotes their communication skills. Opportunities for children to mark-make or write down their experiences further encourage their language skills. Children enjoy making friends at the setting and work cooperatively with each other while constructing towers with interlocking bricks. Their creative skills are promoted as they make their own designs using paints, pens, buttons, glue and glitter. Children are developing their problem solving skills because they count the number of children during sessions and how many people sit down for tea. They carefully use scissors to cut different shapes, demonstrating control and an understanding of safety.

Children are beginning to recognise the importance of keeping healthy and adopting healthy habits. They talk about foods which are good for them when they discuss the tea menu and enjoy dried fruit, cheese and wholemeal biscuits. Children also have access to drinking water throughout the session. They know it is important to wash their hands before eating and after visiting the toilet. There is suitable provision in place for children to store their lunch boxes when they attend for a full day session during the holidays. Overall, children are learning a sound range of skills which will contribute towards their future learning.

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

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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

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