

DCLM Community Project

Inspection report for early years provision

Unique reference number EY245107
Inspection date 28/03/2011
Inspector Frank William Kelly

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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

DCLM Community Project was registered in 2006 and is operated by a committee. It is based within a community church premises, which is situated in the Toxteth area of Liverpool. Children are cared for within a main playroom and there is an enclosed outdoor play area which is not being used at present due to outstanding repairs. The service is open each week day from 3.45pm to 6pm, during term times. The setting also provides an occasional playscheme during the summer holiday period, which when operating, is open between 8.30am and 5pm.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 24 children under eight years at any one time. Of whom no more than 24 may be in the early years age range. The setting currently has 14 children on roll. Of these, one is in the early years age range and seven are aged between five and seven. The setting is also registered to offer care to children aged over eight years and is registered by Ofsted on the voluntary part of the Childcare Register. The remaining eight children on roll are within this age range.

The setting employs two staff to work with the children, both of whom have appropriate qualifications. There is also a group of regular volunteers who support the setting with the care of the children. The setting receives some support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The staff working directly with the children have developed good relationships so that children are happy and at ease whilst at the setting. On a daily basis, the premises are kept safe and there is an adequate range of activities and resources to enable children to have a few experiences across all six areas of learning. However, the management have not implemented a sufficiently rigorous system for self-evaluation. Consequently there are regulatory aspects of the welfare requirements, and essential documentation not being held or prepared. That said, staff are engaging parents verbally and sharing sufficient information to ensure that children's individual needs are known and met.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that information about who has legal contact 11/04/2011

- with the child, and who has parental responsibility is held for every child (Safeguarding and welfare)
- demonstrate how children are kept safe on outings. In this instance conduct a full risk assessment that takes account of the procedures for keeping children safe when transporting the children from school. Include details of the steps taken regarding emergencies; providing first aid and suitability of vehicles and appropriate insurance cover (Safeguarding and welfare) 11/04/2011
- ensure that there is always at least one person who has a current paediatric first aid certificate on the premises at all times when children are present)(also applies to both parts of Childcare Register) 28/03/2011
- conduct a risk assessment which identifies aspects of the environment that need to be checked on a regular basis. Ensure that a record of these particular aspects is maintained and when and by whom they have been checked (Suitable premises, environment and equipment)(also applies to both parts of Childcare Register) 11/04/2011
- ensure that records of all required information are held for each and every child (Documentation). 29/03/2011

To improve the early years provision the registered person should:

- develop further the way adults plan so as to create a challenging environment where children's play can be further supported and extended
- develop the self-evaluation and quality improvement processes to include a robust internal system of review. Include secure management monitoring systems to ensure that all aspects of the Statutory Framework for the Early years Foundation Stage are consistently met and implemented.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding children in relation to conducting suitable checks on adults is applied with sufficient rigor to ensure that those caring for children are suitable to do so. The staff have undergone safeguarding training, and the policy is reflective of the requirements of the Local Safeguarding Children Board. Thus, staff demonstrate a satisfactory understanding of the steps to take should they need to report any concerns about a child. On a daily basis children are protected from accidents and harm as staff maintain sound security of the premises and implement a series of visual checks to ensure that hazards have been minimised. Equipment is kept safe and suitable to protect the children. However, the management cannot demonstrate that there is always at least one member of staff on the premises at all times, who holds a current first paediatric first aid certificate. Risk assessments are minimal and do not include every aspect of the provision. Nor has the setting formalised the procedures and risk

assessments for outings and procedures such as transporting children from school. All these issues are legal requirements and must be met.

To date the management has not implemented a system for self-evaluation to help them identify and keep up to date with the changes to legislation that has occurred since the last inspection. Consequently at present there is minimal planning in relation to activities and improvement for the future. There are no secure management monitoring systems in place to ensure that all required information has been obtained. For example, some statutory parental information relating to legal contact and parental responsibility has not been obtained and for one child there is no children's information record. It is accepted that staff are aware of the child's required details and who to contact in an emergency. However, such formal records are a welfare requirement of the Statutory Framework for the Early Years Foundation Stage. It also means that no written consents, such as those for seeking emergency medical treatment, are held for that child. All other policies and procedures are in place, including the updated and improved complaints procedure and visitors' records. These were recommendations from the last inspection. Thus demonstrating some action taken to improve.

Adult to child ratios are appropriate and the staff and the regular volunteers all work well as a team to engage and support the children during their time at the club. Sufficient furniture is available to meet the comfort needs of the children and equipment and resources are organised to enable children to access what is available. Activities and resources reflecting the diversity and promoting tolerance of others are limited but staff use their own cultural diversity to help children talk about their own and other people's experiences. For example, they play games in French with the children.

The setting is developing partnership with parents through displays and newsletters. A useful pamphlet is available when children start which outlines how the setting operates. Systems for sharing information about children's learning is still in the early stages but the staff demonstrate an understanding of its importance. Informal systems of information sharing with the schools that the children attend prior to arriving at the setting are ongoing. Thus, staff know what children have been doing earlier in the day and can provide some activities to suit the children's needs.

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

On a day-to-day basis, the staff actively help to promote many aspects of the five 'Every Child Matters' outcomes for children. Good role modelling by staff and the caring ethos that has been developed means that older children are very considerate and supportive of the younger children. The children are polite and courteous to each other. They listen to adults and respond to the adults reasoning with a developing maturity. Daily routines promote children's health as staff encourage children to wash their hands before eating and the snack times are relaxed and sociable occasions. Children chat about their day and staff encourage the children to eat a range of vegetables included within their chicken 'pizza style'

wraps. Water is available and children are provided with a variety of fruit throughout the week. Activities indoors, such as skittles and use of the play tunnels allow children to be active. Children who have had a long day at school are also able to sit and relax with books and and table top games.

The daily routines and activity programmes are suitably organised by the staff to ensure that children enjoy a range of adult-led and free play experiences. Choice is limited to what adults initially set out, although, children are familiar with the range of resources in the store cupboard and confidently ask staff for these. Staff have begun to maintain some records of activities with children and they are planning appropriate activities to help the children's next steps of learning. Much of the planning for children in the early years age range is based on what the child wants to do. The children's key worker interacts with the children throughout the session, engaging them in play and conversation, for example, reading stories and talking about the books.

Photographs show children of all genders engaged in role play, such as shops where children are turn taking and counting. They make models with commercial construction and recycled materials, confidently sing and dance and have daily access to pens and other mark-making materials. Staff play games with picture cards to extend language and memory skills. All these activities contribute to helping children develop skills for 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?	4
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	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	4

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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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	4
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for)(also applies to the voluntary part of the Childcare Register). 28/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment)(also applies to the compulsory part of the Childcare Register). 11/04/2011