

# Manorfield Children's Club

Inspection report for early years provision

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**Unique reference number** EY334772  
**Inspection date** 31/03/2011  
**Inspector** Parm Sansoyer

**Setting address** Manorfield C of E Primary School, Station Road,  
LEICESTER, LE9 4LU

**Telephone number** 01455 272787

**Email**

**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**

Manorfield Children's Club opened in 2005 and operates from the school hall within Manorfield C of E Primary School, in the Leicestershire village of Stoney Stanton.

The club is open each weekday from 7.30am to 8.30am and from 3pm to 6pm, during the school term. A holiday club runs from 7.30am to 5.30am, Monday to Friday during the school holidays. Children attend for a variety of sessions. A maximum of 40 children aged between three and eight years may attend the club at any one time. The club also admits children up to the age of 11. Currently there are 72 children on roll, of whom seven are in the early years age group and 36 are aged between five and eight years. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It supports children with special educational needs and/or disabilities.

There are six members of staff employed to work with the children. Of these, three hold a qualification at level three in early years, two hold a qualification at level two in early years and are working towards a qualification at level three in playwork, and one is unqualified and working towards a qualification at level three in early years. The club receives support from the local authority.

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

Overall the quality of the provision is good.

All children are valued and display a strong sense of belonging. They enjoy the familiar environment and are cared for by staff who are warm and friendly. There are effective procedures in place to promote children's safety and welfare, and the majority of staff have a good understanding of safeguarding issues. Relationships with parents, carers and the host school are good. A strong commitment to continuous improvement helps improve outcomes for children, although systems to more fully involve all staff, children and parents in the self-evaluation process are developing.

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

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

- increase all staff's knowledge of up-to-date safeguarding issues
- develop further the self-evaluation process so that it fully includes the views of all staff, parents and children.

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

Safeguarding measures are good. All staff are thoroughly vetted prior to taking up their positions and all adults having contact with children are checked for their

suitability. There are clear written policies and procedures in place in relation to safeguarding children and there is a relevant designated member of staff with overall responsibility. The majority of staff have a good understanding of the procedures to follow in relation to child protection and are clear about their roles and responsibilities. However, some staff's knowledge is not current and is in need of being updated. The club maintains all the required records, policies and procedures well, including written risk assessments, to ensure the safe and efficient management of the service. Staff supervise children efficiently to ensure that they are safe indoors and outdoors and that the furniture, equipment and toys are suitable and safe.

Staff know the children well and plan effectively for their individual needs, likes and interests, and therefore all children receive enjoyable and challenging learning experiences. Staff plan a good balance of adult-led, freely chosen and child-initiated activities, which successfully engage the children. Children with special educational needs and/or disabilities are included, valued and supported well. Staff have established effective communication links with other professionals involved with the children and adjust the provision to meet their individual needs. Partnerships with parents and carers are good. Parents receive detailed information about the club, its policies and the framework of activities. Parents appreciate the club's notice-board, which displays up-to-date information and news and is well maintained. Links with the school are strong and help support children's continuity of care as information is successfully passed between staff and teachers.

The staff team work well together and are enthusiastic about the care of the children. Those in charge are committed to improving the club, and this ambition is shared by the staff team. Staff are motivated and supported well to further raise their skills by attending a variety of additional training programmes. Self-evaluation is undertaken regularly and is mostly accurate, realistic and challenging. It successfully drives forward improvements which have a positive impact on children's outcomes. However, it does not yet fully involve all staff, parents and children and staff are implementing new ways of seeking their opinions.

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

Children's personal, social and emotional development is fostered well. Children show good levels of independence and make effective use of the resources and environment to extend their play and learning. They show sustained levels of interest in their chosen activities and benefit greatly from continuous access to the outdoor area. They thoroughly enjoy opportunities to use the school field and the challenging range of fixed play equipment available. Many children spend most of their time outdoors playing with a varied range of smaller physical play equipment, such as balls, bean bags and skipping ropes. Indoors children have use of the community hall, where they use soft balls and play team games. This helps children develop a positive attitude towards physical activity as these experiences are often spontaneous and are popular with the children.

Children's communication, language and literacy skills are supported well. Children confidently interact with adults, who engage them well in conversation during their play about what they are doing and how they are feeling. Many children freely choose to colour, draw and write and show a fondness for books. They have some good first hand experiences to experience plants and creatures in their natural habitat. Children regularly use the school allotment, where they have been growing a variety of vegetables, such as carrots, potatoes and beetroot. The herb garden is also popular with the children, and they have been learning how to use herbs to flavour cooked dishes and salads. Children also relish opportunities to search the outdoor area for signs of wildlife as they hunt for mini beasts. Children are introduced to a range of cultures and celebrate a wide range of festivals from around the world.

Children's problem-solving, reasoning and numeracy skills are building well. They seek patterns, count, sort and match with a range of construction toys, games and puzzles. Children have practical opportunities to count, weigh and measure as they bake biscuits, cakes, scones and pizza. They also have access to the school computer suite to further support their learning and play. Their creativity and imagination are supported by a wide range of arts and crafts materials and small world toys. Children attending the holiday club benefit from a broad range of creative experiences, such as arts and crafts workshops and sessions run by sports coaches. They also welcome visitors to the club who deliver a range of themed sessions, which capture the children's interests.

Children are mostly well behaved due to the clear rules and consistent approach from staff in relation to behaviour management. They experience good opportunities to learn how to stay safe. For example, children recently chose to attend a first aid workshop delivered by a qualified visitor. There are effective hygiene practices in place to prevent the spread of infection. They have a good appreciation of staying healthy and choose healthy snack options each day, which they enjoy. Children successfully develop skills that contribute to their future well-being and demonstrate that they are active, inquisitive and independent learners.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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