

Bright Stars Care Club

Inspection report for early years provision

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Inspection date	04/04/2011
Inspector	Sheila Loughlin

Setting address	Whitegate End Primary School, Butterworth Lane, Chadderton, Oldham, Lancashire, OL9 8EB
Telephone number	07540433348
Email	baglinsarah@aol.com
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).

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

Bright Stars Care Club was registered 2007 and operates from a dedicated room within Whitegate End Primary School in Chadderton, Oldham. The setting is accessed through the school's main entrance. Children have access to a secure outdoor area which is shared with children from the host school. A maximum of 30 children aged under eight years may attend the setting at any one time. The setting currently takes children from three years of age and also offers care to children aged eight years to 10 years. The setting is open Monday to Friday from 7.30am to 9am and from 3pm to 5.30pm, term time only, and from 7.30am to 5.30pm for holiday care. It is closed for one week at Christmas.

There are currently 48 children on roll. Of these 30 are under eight years and of these 14 are within the early year's age range. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary part of the Childcare Register.

There are five members of staff employed to work with the children. Of these, two hold a qualification at level 3 in early years, one holds a qualification at level 2 in early years, one holds a qualification at level 3 in playwork and the other is unqualified. There are links with the staff at the host school and the setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff plan satisfactorily to meet children's individual learning and welfare needs. A varied range of activities are provided for the children's learning and enjoyment and overall staff offer appropriate support and challenge. The setting provides an appropriately inclusive and caring environment for all children and the majority of staff have an up-to-date understanding of safeguarding issues. Strong links with the host school benefit the children and positive partnerships with parents and carers have been established. The recent changes to the management structure have strengthened the leadership team and significant improvements have been made since the last inspection. However, systems for continued self-evaluation, and inclusion of parents, carers, children and staff views are not yet fully established which impacts on their capacity to improve.

What steps need to be taken to improve provision further?

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

- review procedures to ensure all staff have an up-to-date understanding of safeguarding children issues
- develop self-evaluation systems which take into account the views of parents,

carers, children and staff in order to effectively identify the setting's strengths and priorities for development that will improve the quality of the provision for children

- review routines to ensure all staff use encouraging and lively approaches to support children, increase their motivation and maximise learning and play both indoors and out
- develop further children's ability to recognise the importance of consistent hygiene practices, in regards to routine hand-washing before eating to minimise cross infection.

The effectiveness of leadership and management of the early years provision

Appropriate safeguarding checks are carried out to ensure there are no reasons why adults should not be employed to work with children. There are clear policies and procedures in place to protect and safeguard the welfare of children. The majority of the staff have been suitably trained and know and understand their roles and responsibilities in relation to safeguarding children. However, some staff do not have an up-to-date understanding of safeguarding. Regularly reviewed systems and policies ensure that children are protected and feel safe in the environment both indoors and outdoors.

The management team are in the early stages of identifying the setting's strengths and areas for improvement. Leaders and managers have created a warm and welcoming ethos for children. There are some sound plans in place to secure further improvement and they are very keen to bring about further improvements to the setting. However, self-evaluation at present is not systematic and does not routinely take account the views of all staff, parents and children. The indoor environment is bright and attractive and resources are deployed appropriately to promote children's play and learning. Children have an enjoyable experience and are appropriately supervised at all times. Appropriate procedures are in place to promote equality and celebrate diversity.

Staff maintain detailed records of children's progress and development based on observation and assessment. These are shared with parents and carers. Staff liaise regularly with the parents and carers of children identified with special educational needs and/or disabilities and those who speak English as an additional language to make sure they are happy, involved and included. Links with the other early years professionals and the host school are well established. There is good liaison between the setting and school's early years staff and the special educational needs coordinator. This helps to ensure inclusion and that opportunities for learning for all children are regularly reviewed and met.

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

Children's personal and social and emotional development is fostered well. Staff know the children very well and greet them individually. Children of all ages feel

safe and play well together and younger children enjoy the company of the older ones. They quickly become absorbed in their play with small world toys, the sand tray, dolls and cars. Children behave well and know what is expected through familiar routines and clear explanations. As a result they are considerate towards each other, such as during snack time routines. Children respond well to gentle reminders from the staff to help tidy up at the end of the session. Transition to school is safe and well managed as children under eight years old are escorted to their playground or classrooms. Planning of activities focuses on providing appropriate resources for children's stages of development. However, all staff do not always engage effectively enough with children to fully maximise their learning and play both indoors and out.

Children are lively and energetic and their physical development is promoted well through staff encouraging outdoor play. For example, children enjoy playing a very active game of football. In the main room children enjoy a healthy snack such as raisins, cheese sticks, grapes and yoghurt. Water, apple juice and milk are available to drink. There are appropriate systems in place to prevent the spread of infection. However, opportunities to further develop children's ability to recognise the importance of consistent hygiene practices, in regards to routine hand-washing before eating are not fully maximised. Children enjoy reading and singing, building their literacy and communication skills. For example, a group of children show developing levels of cooperation when singing 'If you're happy and you know it'.

Children have appropriate opportunities to be creative and use their imagination. For example, a group of children greatly enjoy making a den out of cushions, quilts and foam pieces. They sustain their play over a considerable period of time and use speaking and listening skills well to plan and negotiate. As a result children gain appropriate skills for the future. Children are developing an appropriate sense of safety. They understand the safety rules because staff explain to them about hazards, such as running indoors and the possible consequences of this. Overall, children make satisfactory progress across the six areas of 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	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

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