

Children's Choice Childcare

Inspection report for early years provision

Unique reference number EY315708
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Inspector Sandra Ashworth

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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

Children's Choice Childcare is privately owned and managed, and was registered in 2005. It operates from the dining hall, library and associated facilities within Victoria Park Infant School in the Stretford area of Manchester. Children have access to a secure enclosed outdoor play area.

The out of school club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children aged from three to under eight years may attend the setting at any one time. It currently takes children from four to 12 years of age. There are currently 75 children on roll of whom 51 are under eight years. Of these four are within the early years age group. The out of school club supports children with special educational needs and/or disabilities and those who speak English as an additional language. The out of school club is open each weekday from 7.30am to 9am and 3.15pm to 6pm during term time only.

There are seven members of staff who work directly with the children. Of these, six hold relevant early years qualifications. One holds a degree, two hold a foundation degree, one holds a qualification at level 4, one holds a qualification at level 3 and one holds a qualification 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 enjoy their time at the out of school club. Practitioners are welcoming and positive, providing the children with a sense of belonging. Children are confident as practitioners promote independence and provide effective interaction through play. Some activities are well organised for children to access. Partnerships with parents, carers and other settings are well established to ensure an inclusive after school provision. Continuous improvement is satisfactorily maintained and systems for monitoring the provision are continually being developed. Although children are supervised closely at all times, procedures for ensuring the premises are kept secure are occasionally not implemented as required.

What steps need to be taken to improve provision further?

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

- ensure access to the premises is secure at all times. 21/04/2011
(Safeguarding and welfare)

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

- develop collaborative self-reflective practice which identifies priorities of development

- improve the organisation of resources indoors and outdoors to provide a rich and varied environment.

The effectiveness of leadership and management of the early years provision

Effective policies and procedures promote the children's welfare and well-being. All practitioners are confident in the setting's safeguarding procedures and a clear policy is in place. Effective systems are in place for the recruitment and vetting of staff to assess their suitability to work in the setting thus ensuring the safety of the children. The premises are usually kept secure and children are well supervised at all times to effectively ensure their safety. However, the premises are not kept secure at all times which is a breach of the requirements. Although the procedure to ensure the door remains locked is followed by practitioners and most parents and carers, occasionally it is not. This has a minimum impact on keeping children safe. Risk assessments of the environment is conducted and checks are regularly completed at the beginning of each session on the indoor and outdoor environment ensuring the equipment and resources are safe to use.

Self-evaluation systems are satisfactory. Management are aware of areas to be improved; however not all practitioners are clear about this. Systems for involving all staff in the evaluation process and setting clear targets are not fully effective. The recommendations made at the last inspection have been fully implemented.

The practitioners effectively promote equality and diversity. Through good communication systems, the setting works closely with the school to ensure effective support is provided to children with special educational needs and/or disabilities and for those who speak English as an additional language in order to meet their individual needs. Shared practices between the setting and the school ensure continuity, and enables activities to compliment the schools delivery of the Early Years Foundation Stage and children's individual needs. For example, an activity to develop menu's for the Ice Cream Parlour was carried out as the feedback from the teacher was that a child was to develop his writing. There is a satisfactory selection of resources made available for children; however resources are not always organised effectively to enable children to make choices from a rich and varied environment. Positive relationships with parents enable effective and regular communication to take place informing them of their children's progress.

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

Children are happy and confident and have good relationships with practitioners and their peers. They approach the practitioners confidently seeking support and guidance, which provide the children with a sense of belonging. Practitioners consistently praise the children promoting their self-esteem. Children demonstrate a good understanding of keeping themselves safe and show a good awareness of responsibility as they remind each other not to run in the hall.

Children's key workers carry out observations and reference them to the six areas of learning. This information ensures all practitioners are aware of children's achievements and informs future planning. The outdoor area is time-tabled to be used daily in conjunction with school activities and the children are safely escorted between the indoor and outdoor environment. Activities participated in include ball games, such as rounders and the use of large climbing equipment. Children have the opportunity to be creative with a range of resources allowing them to explore different media's and materials. They show an interest in mark making by producing signs and receipts for the Ice Cream Parlour role play. Real-life experiences allow children to understand the world around them as the club visits local shops and the library. The practitioners promote numeracy throughout play appropriately, for example, whilst making Easter cards practitioners engage in discussions about size and shape of the eggs the children are cutting out.

Children are offered a wide range of healthy snacks at snack time and they have access to drinking water throughout the session. Good hygiene procedures are in place and discussed with the children, for instance when preparing their snack, and as children remind each other to wash hands before eating. Practitioners engage well with children to support their communication skills and encourage them to discuss their day at school. Children are well behaved as staff act as positive role models. Practitioners encourage discussions to develop independence in resolving disputes, which allows the children to understand what is right and wrong. Children enjoy the practitioner's involvement in their activities as they engage during play to extend children's 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	2

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	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:

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:

- ensure that a child is unable to leave the premises without a person who is caring for the children on those premises becoming aware of the child leaving and that no-one can enter the premises without the knowledge of a person who is caring for children on the premises (Suitability and Safety of Premises and Equipment) 21/04/2011

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:

- ensure that a child is unable to leave the premises unsupervised except where the childcare is open access, or where the child is aged eight or over and the parents of the child has agreed that they may leave the provision unaccompanied (Suitability and Safety of Premises and Equipment) 21/04/2011
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises.(Suitability and Safety of Premises and Equipment) 21/04/2011