

Romiley Out of School Club and Flying Start Pre School

Inspection report for early years provision

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Inspection date	01/07/2011
Inspector	Sylvia Cornock
Setting address	Romiley Primary School, Sandy Lane, Romiley, SK6 4NE
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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).

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

Romiley Out of School Club and Flying Start Pre School is owned by Network Nurseries Limited, a company responsible for sixteen other facilities across the region. It was registered in 2002 and operates from two classrooms in a mobile unit within the grounds of Romiley Primary School in Stockport. Children have access to an outside play area.

The setting is registered to provide care for a maximum of 60 children aged from 2 years to under eight years at any one time. Of whom 30 may be in the early years age range. The setting also offers care to children aged eight years to 11 years. There are currently 129 on roll of whom 91 are under eight years. Of these, 65 are within the early years age range and of these, 21 are in receipt of funding for free early years education. The pre school operates from 8.45am until 3.15pm and the out of school club operates from 7.30am to 9am and from 3pm to 6pm, during term-time. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 12 members of staff, including the two managers, who work directly with the children in both settings. Of these seven staff hold a relevant qualification at level 3 in early years and/or playwork and two staff members hold a relevant qualification at level 2 in playwork. The manager of the pre school has Qualified Teacher Status. The provision receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and learning needs are successfully promoted. They are valued as unique individuals and a strong inclusive ethos threads through all aspects of the setting. Staff are professional and they maintain a high standard of care and education. Overall, this offers a stimulating and challenging environment, which enables all children to develop into independent, active learners. Children's progress is enhanced through effective partnerships with other professionals, parents and carers, with systems for sharing information with other early years practitioners being developed. Recommendations from the last inspection have been fully addressed, while effective self-evaluation means there is good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further systems to ensure the provision delivered is complementary to the education and care provided in any other setting that children attend.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well as staff clearly understand their responsibilities in the event of a concern or allegation. Safeguarding is prioritised, exemplified by the effective recruitment, employment and induction procedures that help to ensure that staff are suitable to work with children. Thorough risk assessments ensure that the environment is always safe, clean and fit for use.

The management have high aspirations for good quality care and education through ongoing improvement. They undertake staff appraisals to identify future training needs and all staff are involved in self-evaluation. Resources are used imaginatively to meet the needs of the individual children with the linking of the indoor and outdoor environments so that children can move freely between them. The manager and staff actively promote equality and diversity in the setting by ensuring all children's individual needs are fully met. Clear policies and procedures are in place and implemented effectively for children with special educational needs and/or disabilities. Children who speak English as an additional language are supported well. Staff work closely with other professionals, parents and carers and regularly update resources and activity ideas to ensure the needs of all children are met well. Staff verbally share some information with other practitioners where children receive care and education in more than one setting. However, the system for communication between settings is not fully developed, which impacts on staff's ability to complement and extend activities.

Staff engage well with parents and carers and regularly discuss aspects of their child's learning and development with them. Children's learning journals are readily available to them at any time, as are the policies and procedures. Parents and carers are proactive in supporting the provision through completing questionnaires and placing comments in the suggestion box. This enables staff to support the settings desire for continuous improvement.

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

Children are cared for in a warm, welcoming and secure indoor and outdoor environment. The indoor play space is arranged effectively to provide good levels of challenge appropriate to children's age and stage of development. Planning is flexible, taking into account children's interests, capabilities and requests and covers all areas of learning well.

Children use their writing skills well as they draw and create pictures. Some are displayed which promotes their self-esteem and a sense of belonging. Mark-making and writing materials are in abundance allowing children to freely access them. Children instigate their own play and imagination using the programmable shop swipe card machine to pay for goods purchased in the pretend shop. They use language and imagination well, as they make food for their babies, wash them and change their clothes before they are taken out for a walk. All children enjoy using the various puzzles, construction kits and tabletop games extending their ability to problem solve. Children freely access books and enjoy hearing their favourite stories read to them. They show a good understanding of numbers as

they count and sing number rhymes songs. Children select resources, which support their understanding of other cultures and disabilities and develop technological skills as they use a good range of computers and programmable toys. As well as this, the children are encouraged to develop their understanding of recycling and sustainability. An example of this is where they re-use egg trays to create their various designs in craft activities and plant seeds in disposable beakers. Such activities positively develop their skills for the future.

Children's health and welfare requirements are met very well. They enjoy healthy snacks and have constant access to drinks. They have daily opportunities to develop their physical skills through the well equipped outdoor play area and have the use of the school field for other physical activities. Good personal hygiene routines are encouraged as they independently use the toilet and wash their hands at appropriate times. Good praise and attention from the staff ensures children behave well and they learn to respect each other and the environment. Children are made aware of the safety procedures and regularly practise evacuation of the building in case of an emergency. Regular visits from the community police officer further supports children's understanding of staying safe.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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