

Moor Fun

Inspection report for early years provision

Unique reference number

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Inspection date

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Inspector

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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

Moor Fun was registered in 2010. It is run by a voluntary committee and operates from a building within the grounds of Meltham Moor Primary School in Huddersfield, West Yorkshire. The setting runs Monday to Friday, between 7.30am and 9am and 3.15pm to 6pm, term time only. All children share access to an outdoor play area. This provision is registered to care for a maximum of 20 children under eight years of age at any one time, of whom no more than 20 may be in the early years age range. They also provide care for children over eight years of age. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently 32 children aged from four to 11 years on roll. The setting serves the children of Meltham Moor Primary School and supports children with additional needs. Children attend for a variety of sessions throughout the week.

The setting employs two staff who have relevant early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have fun and enjoy attending the setting. It provides a stimulating environment where children's welfare is, on the whole, effectively supported and promoted. A positive approach to inclusion ensures children's individual needs are identified and taken into account. Partnerships with others are strong. The setting demonstrates a good commitment to continuous improvement through self-evaluation and monitoring systems. However, a lapse in the process has led to some welfare requirements not being fully met.

What steps need to be taken to improve provision further?

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

- ensure that parents confirm that they have been informed of medication administered to their child (Safeguarding and promoting children's welfare) 19/07/2011
- ensure that the register of children's attendance is accurate and contains details of when they have arrived and left each session (Documentation)(also applies to to the compulsory and voluntary parts of the Childcare Register). 19/07/2011

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

- make observations of each child's achievements, interests and learning styles and link them to expectations of the early learning goals
- continue to develop resources that provide positive images which challenge children's thinking and help them embrace diversity in society, in particular, around disability.

The effectiveness of leadership and management of the early years provision

Effective systems for safeguarding and protecting children are in place. Staff have gained a good understanding of child protection issues through training and documentation within the setting which further supports them. All staff have been vetted to ensure that they are suitable to care for children. Risk assessments are maintained well, reviewed and hazards are dealt with promptly. The premises are secure and visitors are carefully monitored and logged. Most documentation is maintained well. However, the times that children are present within the setting are not closely logged. For example, breakfast club children are not logged out of the setting and after school children are not logged back in. Medication records are also not accurately maintained. Parents do give written permission for staff to administer medication. However, parents do not confirm that they are aware of when medication was given to their child. This means that welfare requirements are not being fully met.

The warm, welcoming environment is organised well. The play area is set up prior to children's arrival to ensure they have free access to many resources so that they can independently help themselves. Children are active independent learners and are confident to follow their own interests. The walls are adorned with children's work and photographs of them at play. This helps children feel welcome and develop a sense of belonging. The setting is inclusive and meets children's individual needs. Their ideas and wishes are valued and respected. They all take part in the activities. For instance, boys and girls enjoy making bead bracelets and belts and they decide on cricket teams that include both boys and girls. They learn about people's similarities and differences and respect each other as activities include celebrations of a variety of festivals from around the world. There are some resources that reflect positive images of diversity in society. However, those representing disability are few.

The setting works well in partnership with parents and carers. Parents are given suitable information about the setting. For example, they access information boards, policies and procedures and staff discuss aspects of the group when children first attend. Parents are welcome to talk with the staff at any time and have access to their child's files. Parents indicate that they are happy with the care their children receive and value a number of features, such as a warm, welcoming atmosphere. The setting also works very closely with the school to ensure continuity of care for the children attending.

Self-evaluation and monitoring systems within the setting are satisfactory. The self-evaluation form shows aspects of the setting that staff want to improve, showing a clear vision for future improvements. Parents' and children's views are

used in evaluating the setting. Their views are obtained through questionnaires and discussions. Children have enjoyed being able to choose new resources for the setting, which reflect their interests. Parents are also able to air their views at committee meetings. Staff continue to develop their skills through attending relevant training opportunities in order to update their childcare knowledge and to improve their practice.

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

Children have fun and engage in a good variety of activities, both in and outdoors. They play team games, such as cricket, with older children helping the younger ones to understand the rules of the game. They enjoy creative activities as they make collages and paint and children sing, happily together, songs that they learn in school. They learn about lifecycles when they plant and grow seeds and enjoy making their own pizzas for tea. Although the main theme of the setting is out of school activities, those children wanting to complete homework before they go home are given an opportunity to do this in a quiet area. Staff also sit with children to listen to them read, supporting activities in school.

Children have good relationships and social skills. Therefore, they confidently use language to engage with peers and adults. Children behave very well. They use very good manners, such as asking 'please can I leave the table' when they have finished their tea. Staff sensitively reinforce the boundaries and children are very responsive. They are praised and, therefore, they share their achievements.

Staff plan activities flexibly and include children's ideas. Planning is displayed to ensure everyone knows the activities on offer. They have good links with the school and, whilst collecting children, discuss children's development. Staff observe children. However, learning webs and observations sheets are less well established within their overall assessment of children's progress. Staff's observations of the children are not currently linked to the Early Years Foundation Stage, although staff are knowledgeable about children's individual needs.

Children learn how to keep themselves safe as they engage in the daily routines and are gently prompted and supported by staff. For example, they take part in the emergency evacuation drills to ensure that they are able to quickly and safely exit the setting if required and are able to share these procedures. They also learn to use equipment safely. Mealtimes are social occasions where children are learning about healthy choices. They make decisions about what they would like to eat from a good range of nutritious options. At breakfast they have a choice of cereals and toast and, after school, they either have a cooked meal, such as sausages, potatoes and vegetables followed by fresh fruit or lighter meals, such as jacket potatoes, toasties or bacon sandwiches. They freely access drinks to maintain their own fluid intake, particularly after physical exercise. Children are familiar with the good personal hygiene routine. Therefore they wash their hands before meals. Daily exercise is promoted with team games on the field. They develop skills kicking, hitting and throwing the ball whilst playing team games. This

increases their understanding of the importance of regular exercise as part of maintaining a healthy lifestyle.

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	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	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	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:

- take action as specified in the early section of the report (Records). 19/07/2011

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 section of the report (Records). 19/07/2011