

Skelton Crafty Kids at Skelton School

Inspection report for early years provision

Unique reference number EY409688
Inspection date 11/07/2011
Inspector Carys Millican

Setting address Skelton School, Skelton, PENRITH, Cumbria, CA11 9SE

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Skelton Crafty Kids at Skelton School is run by a voluntary management committee. It was registered in 2010 and operates from within the premises of Skelton School in the village of Skelton, near Penrith, Cumbria. Children have access to the school hall, snack area, and associated facilities. There are several areas within the school grounds that children use for outdoor play.

A maximum of 16 children may attend the group at any one the time, of these no more than 16 children may be in the early years age group. The setting does not provide care for children aged under four years old. Currently there are 51 children on roll, of whom one is in the early years age group. The after school group provides care for children who attend the school. It operates during term time only. Sessions are from 3.30 pm until 5.30pm. The setting supports children with special educational needs and/ or disabilities.

Skelton Crafty Kids at Skelton School employs three members of child care staff who hold appropriate level 3 early years qualifications. The manager holds a Foundation Degree in Teaching and Learning Support in Early Years. The group is a member of '4Children' and is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are looked after by highly qualified early years practitioners who ensure children are kept safe and secure in a warm and welcoming, suitably resourced environment where their individual needs are met. A set of policies and procedures and some record keeping documents are available at the setting, however not all documents are stored on site and not all policies are up-to-date with current legislation. Therefore a breach in the specific legal requirements of the Early Years Foundation Stage has been made. Positive relationships are established with parents and the sharing of information with other professionals, especially within school, ensure the continuity of care and the complementing of children's learning. The management and staff constantly address issues regarding their practice, although written self-evaluation is in the early stages of development.

What steps need to be taken to improve provision further?

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

- ensure all records are easily accessible and available for inspection by Ofsted (Documentation) 11/07/2011
- review the complaint policy in line with the statutory requirements as detailed in the Early Years Foundation Stage guidance (Safeguarding and promoting 11/07/2011

children's welfare) (also applies to both parts of the Childcare Register).

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

- make sure progress records are made available to parents and encourage the sharing of ideas to help parents help with their children's learning at home
- establish systems of reflective self-evaluation for continuous improvement of the setting and involve parents, carers and children in the process.

The effectiveness of leadership and management of the early years provision

Children are kept safe and secure and their welfare is effectively safeguarded through the policies and procedures followed by experienced qualified staff. The safeguarding policies and procedures are fully implemented and staff have an excellent understanding of their role and responsibilities should a child protection concern arise. The staff ensure children's safety at all times through regular safety checks and risk assessment. As a result, children feel safe and the potential risk of hazard or accident is minimised. Children learn to keep themselves safe through instruction and understand what to do in an emergency situation. They take part in regular fire practices and complete topics about keeping safe. The rigorous recruitment procedures and ongoing suitability checks that are in place ensure that children are cared for by suitable persons. Any person visiting the setting has their details recorded and their identity checked before entering the premises. Un-vetted persons are never left unsupervised with children. Staff collect children from their appointed classroom and a register is maintained to show the attendance of children and staff. Parents collect their children at an allotted time and sign their child out. Staff monitor collection times closely especially when children are playing outdoors. Staff display a set of accessible policies and procedures and some information for parents on the school reception area notice board. This includes who to contact should a complaint arise. However, the complaint policy is not in line with the statutory guidance of the Early Years Foundation Stage. Not all documents or records are stored at the setting. This has not been agreed with Ofsted. Therefore, the setting is in breach of the specific legal requirement of the Early Years Foundation Stage.

Staff provide a warm and welcoming, inclusive environment for all the parents, carers, and children attending. Children access a range of suitable activities and resources and their individual interests inform the planning. They decide what they would like to do and staff add ideas to the planning displayed on the wall. A key person is appointed to the early years children. Records are maintained of observations and assessments are made during the sessions, however, these documents were not available for inspection and they are not made available to parents at regular intervals. Children learn about the difference and diversity of the world around them. They celebrate a wide range of festivals throughout the year and staff engage with children to ensure they are challenged and supported at all times.

The manager and staff are dedicated, committed and experienced practitioners, who work well as a team. They undertake regular training and strive to make improvements to their everyday working practice. Staff are proactive in improving their own personal development by achieving higher qualifications in early years subjects. Their training needs are recorded and continually addressed as part of regular staff meetings and appraisals. Staff are positive about the strengths of the after school club and acknowledge areas for development. The systems for self-evaluation are in the early stages of development. Issues are discussed at committee meetings with staff and those parents on the committee, however, systems are not in place to encourage all parents and carers to express their opinions about the setting. Staff have an excellent relationship with the school. They meet regularly with the teaching staff to discuss children's individual needs which ensure consistency in any required support and enable the complementing of children's learning. Positive relationships with parents are maintained. Staff take time to talk with parents at collection times and pass on any information from school. However, parents are not given ideas on how they can additionally support their children's learning at home.

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

Children are extremely happy and settled in the after school group. They confidently talk with staff and tell them what they have been doing at school. Children are well supported by highly skilled, qualified early years practitioners, who have a good understanding of the Early Years Foundation Stage. The key person system provides children with effective support to achieve good outcomes. The staff know their key children well and can explain at what stage of development they have reached and what they are helping children to achieve next. Initial information regarding care and welfare needs, likes, dislikes, and interests are obtained from parents. Children enjoy numerous craft activities and board games. Areas to rest and do homework are made available for those who require some quiet time out.

Children are very well behaved. They develop excellent relationships with the staff and work well both independently and with their friends. Children make informed choices and decisions about what they do and their independence and self-help skills are fully encouraged. Children feel valued and respected, as the staff constantly praise them during activities. Children's learning is skilfully promoted by staff using open-ended questions and skilfully extending their play. Mathematical opportunities, children's language and communication skills, and personal, social and emotional development are expertly promoted in all activities.

Children's healthy living and lifestyle is excellently promoted. Staff support children's understanding of basic health and hygiene practices. They gently remind them to wash hands before snack and after outdoor play. Children are provided with healthy nutritious fresh fruit snacks and benefit from the social occasion created at meal times. They independently help themselves and life skills are promoted. Children learn about healthy food and enjoy cold cooking experiences.

They make fresh fruit salad and toppings for their muffins. Children help themselves to fresh drinking water from the school water dispenser and jugs of fresh water are accessible at snack time. Children access fresh air and exercise daily. They play in the school playground where they undertake several physical activities. Children enjoy the tennis coaching sessions, football and cricket. They learn to cooperate and take turns as well as engaging in these energetic sports. Children are provided with opportunities to investigate and explore the natural environment in the school garden area. They learn to grow vegetables and flowers and how to care for living things.

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	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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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:

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 years section of the report (Procedures for dealing with complaints) (also applies to the Voluntary part of the Childcare register) 11/07/2011

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 years section of the report (Procedures for dealing with complaints) 11/07/2011