

Firbobs@St Saviours

Inspection report for early years provision

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Inspector Christine Stewart

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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

Firbobs @ St. Saviours is one of six out of school settings that are privately owned by the same provider. It registered in 2010 and operates from rooms within St. Saviours Church of England Primary School in Prenton, Wirral. There is an enclosed area available for outdoor play.

The club is open five days a week from 7.45am until the start of the school day and from 3.30pm until 5.45pm in term time only. The out of school club is registered on both the voluntary and compulsory parts of the Childcare Register. A maximum of 24 children may attend the club at any one time, all of whom may be in the early years age range. Children can attend the club up to the age of 11 years. There are currently 77 children on roll. The club primarily serves children who attend the school.

The club supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are a team of three staff, including the manager, who hold relevant qualifications. The out of school club is supported by the local early years team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club provides an inclusive and positive learning environment for children. Staff provide a range of interesting, fun and challenging activities inside and generally outside. This means that all children, irrespective of their age, ability and starting points, make good progress in their learning and development. Partnership with parents is a strength of this setting and is effective in promoting continuity in the children's care. Overall, children can contribute to the planning of events and day-to-day operation of the setting. Robust systems, policies and procedures are in place to safeguard children.

What steps need to be taken to improve provision further?

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

- develop further outdoor planning to encompass a broad range of activities and experiences to promote children's enjoyment and learning
- continue to review how all children can contribute to the operation and planning of the setting.

The effectiveness of leadership and management of the early years provision

Robust systems, policies and procedures ensure that children are safe and secure at all times. All required consents are obtained and maintained to safeguard children's welfare. Good systems are in place to ensure essential medication is administered and a record maintained to safeguard children's well-being. Staff attend training, such as, first aid, safeguarding and food hygiene to ensure they are up-to-date and informed about safeguarding issues and safe practice. Staff recruitment procedures and staff reviews are thorough to ensure that the adults working with the children are fit and continue to remain suitable to work with them. Children are kept safe because risk assessments are conducted and recorded and include daily risk assessments of the premises.

Good organisation of space, resources and effective deployment of staff promotes children's ability to become inquisitive independent learners. There is a range of resources and a selection of books to develop children's awareness about others in the wider world. The effective planning takes into account the views of the children and promotes equality of opportunity across the setting. The good organisation results in children benefiting from a balance of activities that are adult and/or child-led. A key worker system is in place to support individual's needs well. Staffs' sound understanding of the early years framework and secure knowledge of how children learn, ensures children's time at the setting is fun and purposeful. There are in place effective practices for self-reflection involving staff, most children and parents, such as, parent and children questionnaires and regular in-house inspections. As a result, the club's commitment to driving ambition and continuous improvement is very good.

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

Staff do their best to adapt the class room to make it welcoming and inviting for children of all ages. The sofa and cushions enhance the area and make it more child-friendly. To further provide the children with differentiation from school to club, the children address the staff by their first names.

The setting is successful in helping the children to learn and develop well. This is because it provides a good range of interesting and enjoyable activities that keep the children well occupied. Children can elect what they would like to play with, with whom they choose to play with and for how long they wish to spend doing an activity. They thoroughly enjoy playing games together, such as, pool, football and air hockey. They demonstrate throughout their activities an understanding of keeping safe. They put on helmets when using the bikes, sun cream when playing outside and find a clear space away from others for their football game. Staff observe, evaluate and assess children to ensure they are making progress in their learning and development through their play experiences.

The club successfully work towards preparing children for the future. Staff skilfully

engage individual children in conversation, starting from each child's interests to develop communication skills and confidence. The children are developing their knowledge of the wider world, for example, photographs capture their Chinese New Year celebrations. Posters, books and other resources promote children's awareness of difference. Children are encouraged to develop an awareness of other peoples' lives, such as, by participating in planned events as part of 'Disability Awareness Week'.

Good use is made of the outside space to help children to learn to keep themselves healthy as they enjoy and benefit from active outdoor play in the fresh air. They select from a range of apparatus which enables them to climb and balance. They take responsibility for organising their play when they play football or compete in scooter or bike challenges. They are excited and enthusiastic to 'break' the pogo stick record. They are equally keen to demonstrate their spirit of adventure as they sit on the 'parachute' and slide down the hill. There are few alternatives to physical play experiences planned for outdoors to support other areas of children's enjoyment and learning.

Snack time is a social occasion as the children sit together at tables and engage in lively conversation with staff, contributing to the discussion. The children can choose from a selection of cereals and some salad items. Children can freely access juice and water. Easy, friendly conversations with staff and other children take place as they enjoy their snacks. This demonstrates how children feel comfortable and secure within the setting.

Children are encouraged to feel that they are valued members of the club. They can express their views and their comments are regarded. Children can post their requests, views, suggestions or nominations into the club's suggestion box. However, opportunity for children who cannot write, or who are not confident communicators to have an active voice is less evident. Children have been involved in establishing the club's 'promises'. They are aware of the need to have these in place for the comfort and well-being of everyone. Being given an active role within the club helps foster a sense of belonging. Behaviour is very good and children and staff are respectful and courteous in all their dealings.

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	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	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