

WHOSH

Inspection report for early years provision

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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).

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

WHOSH opened in 2007. The setting is privately owned and is part of a chain of settings run by the same provider. It operates from William Hulme's Grammar School in the Manchester area and children attending all attend the school. Children have use of a playroom, hall and two additional areas, such as a computer suite and extended corridor area off the playroom. These are all located on the third floor of the school building, only accessible by stairs. There is a fully enclosed play area available for outdoor play.

A maximum of 50 children may attend the setting at any one time. There are currently six children attending who are within the Early Years Foundation Stage. Currently, there are 16 children on roll. The setting also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting has procedures to support children with special educational needs and/or disabilities and who speak English as an additional language. The club opens five evenings a week during school term times. Sessions are from 3.15pm to 6pm until. A holiday care provision is also available as and when required. Sessions are from 7.45am to 6pm. Children are able to attend for a variety of sessions.

The setting employs three members of childcare staff. Of these, all hold appropriate early years qualifications to level 3. The setting receives support from local authority development staff.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children share warm and friendly relationships with staff and their peers and engage in a wide range of enjoyable activities which support their individual interests and learning needs. Staff strive to offer an inclusive and welcoming service where all children are valued and respected as individuals. Developing partnerships with parents and other early years professionals at the host school are being established, to ensure children's individual needs and consistency of learning. Staff demonstrate a good commitment towards the sustained and continuous development of the club and methods to monitor and evaluate the quality of service are generally developing well.

What steps need to be taken to improve provision further?

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

- improve further the partnership working by inviting parents to contribute to their children's portfolios and planning for the next stages in children's

development

- improve the system of self-evaluation to ensure that parents and children are involved in a meaningful way and monitor the impact that the improvements have on the outcomes for children
- develop further systems for communicating with the other providers of Early Years Foundation Stage to ensure continuity and consistency of learning needs for all children who attend.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. All staff have a clear understanding of child protection procedures and know who to contact should they be concerned about a child in their care. There are effective recruitment and vetting procedures in place to ensure that children are cared for by suitable people. Staff are competent, demonstrate a good understanding of their roles and responsibilities and have a good understanding of health and safety issues. Risk assessments are completed, reviewed yearly and cover all eventualities. As a result, potential risks to children are minimised. Staff routinely verify the identity of all visitors and have robust procedures in place for the safe arrival and collection of children. Effective evacuation procedures are in place and staff ensure that regular fire drills are completed. All required documentation is in place and available for inspection.

The deployment of resources is good. For example, available space is used effectively to support the children's individual needs, while staff are deployed successfully to ensure children are supervised safely at all times. Staff are caring, enthusiastic, work well together as a team and have a good understanding of their roles and responsibilities. They warmly interact with children during play and respond to their individual needs. Consequently, children feel safe and secure.

Methods to promote equality and diversity thread through the club. This is successfully achieved through planned activities, books, posters and open discussion with staff and children. The recommendation from the previous inspection has been successfully met as the outdoor area has been developed further. This has had a positive impact on outcomes for children. Staff demonstrate enthusiasm for continuous improvement and review their practice through discussion at staff, management meetings and during everyday conversations. However, the club has only recently begun to self-evaluate its impact on children's outcomes and is developing ways to make this a more effective and thorough process. Feedback from children during the inspection was very positive. They said they were happy and enjoy attending the after school club where they have fun with their friends.

Children benefit from the positive relationships that have been established between their parents and staff. Parents are warmly welcomed by staff and clearly feel very comfortable within the club. Parents commented that they find staff approachable, helpful, flexible and supportive. The informal exchange of information each day ensures that children's changing welfare needs are met. Parents are kept up to date with ongoing issues regarding the clubs through the

use of a parents' notice board and verbal discussions. However, their involvement in their children learning is less developed. Staff are also developing some positive relationships with other early years professionals at the host school which when fully in place will contribute effectively to the ongoing continuity of care and learning provided for the children.

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

Children benefit from the staff's caring and friendly manner and from the welcoming and friendly environment. All children are valued and treated with equal concern with any specific requirements being met sensitively through discussion with parents. On admission to the club all required documentation is completed which records children's individual needs. Consequently, children are cared for according to their parents' wishes. Staff know the children very well. They have recently adopted new systems to observe and assess them as they play and use information gained to support each child's ongoing learning and interests. Staff genuinely enjoy their roles and responsibilities and spend quality time interacting and supporting children and as a result, children are happy and clearly enjoy attending the club.

Children are familiar with the daily routines and look forward to meeting up with their friends where they can share the day's news and play together. They access a range of activities that have been put out in readiness for them and are also aware of what other equipment is available to them. Groups of children choose their own activities and follow their own interests. One group of children talk happily together as they engage in making colourful pom poms, while others use the computers. A discussion is prompted for an activity the following week about radios, staff will gather the resources required and then children can act out their roles as radio presenters. Children enjoy music making with a variety of good quality instruments, they are enthusiastic about outdoor play and being in the fresh air, where they have good opportunities to develop their physical skills. For example, tents are used to enhance their imaginations, children cooperate well as they enjoy team games, confidently use skipping ropes, play cricket, enjoy balancing on the beams or playing on the number lines. All the staff and children in the club are very aware of the needs of others and can be found helping and supporting one another while engaged in activities.

Children's self-esteem is fully supported as staff give regular praise and encouragement and fully recognise the children's contributions and achievements in the club. Children are polite, behave well and respond positively to the boundaries set. Gentle reminders from staff and other children help children develop a sense of right and wrong, as they are encouraged to remember to wash their hands, share, take turns and be kind to each other. They are beginning to develop an understanding of the wider world through access to resources that are representative of diversity and by celebrating cultural festivals throughout the year. Their understanding of good hygiene practices are reinforced throughout the sessions. Healthy lifestyles are promoted as children are encouraged to engage in

physical activities and to enjoy a range of healthy foods, such as, mango, kiwi, cherries and apples at snack time. Drinking water is also readily available to the children throughout the session, ensuring that they remain hydrated. Children learn how to keep themselves safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, they engage in fire drills and are reminded to use equipment safely.

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	3

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	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

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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