

All Saints Pre-School and Out Of School Club

Inspection report for early years provision

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| Unique reference number | 318137 |
| Inspection date | 03/10/2011 |
| Inspector | Alec Smith |
| Setting address | All Saints Out of School Club, Cedar Road, Ashton-on-Mersey, Manchester, M33 5NW |
| Telephone number | 0161 976 3650 |
| Email | |
| 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.

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

All Saints Pre-School and Out of School Club opened in 2002. They operate from the youth centre in the grounds of All Saints Primary School and all children have access to a secure enclosed outdoor play area. Both groups serve the local area and beyond.

The pre-school group opens Monday to Friday from 9am to 12.45pm. The out of school club operates each weekday from 7.55am to 8.55am and from 3.30pm to 6pm during term time and from 8am to 6pm during school holidays. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

A maximum of 48 children may attend the setting at any one time, all of whom may be on the Early Years Register, with no more than 32 being under three years old. There are currently 39 children attending who are within the Early Years Foundation Stage. The out of school club also offers care to children aged over five years to 11 years old. The pre-school provides funded early education for three- and four-year-olds. Both groups support children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs seven members of staff. Of these, six hold appropriate early years qualifications and one is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle very well in this warm and friendly setting provided by staff who work well together to evaluate their practice. They make good progress in their learning as staff have an effective understanding of how to plan to meet children's needs. Children have fantastic opportunities to learn about healthy lifestyles. Staff provide excellent support for children with special education needs and/or disabilities and work exceptionally well with parents to meet the needs of all children. Some links with other providers are well established to provide continuity of care. Almost all required documentation is in place and effective in practice.

What steps need to be taken to improve provision further?

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

- keep a daily record of the names of the children looked after on the premises, their hours of attendance and the names of the children's key workers (Documentation) (also applies to both parts of the Childcare Register).

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

- ensure there is effective communication with school and other providers to ensure that children's needs are met and there is continuity in their learning.

The effectiveness of leadership and management of the early years provision

Children are well protected and safeguarded as staff have a clear understanding of local safeguarding procedures. There are detailed policies and procedures in place and the manager shares these with parents in a welcome pack. All staff have been vetted and sign a statement to say they are suitable on a regular basis. Staff attend regular training to ensure that their knowledge is up to date. Registers are completed each day, however, these do not always have the full hours of attendance. Potentially, this could put children at risk and is a breach of welfare requirements.

Staff have a good understanding of the Early Years Foundation Stage and use this effectively to support children's learning. The environment of the setting gives all children access to a broad range of activities both indoors and outside. This means that children are able to make a wide variety of choices and so make good progress in their learning. For example, children can choose their own resources in the creative area meaning that they can explore their own ideas.

The management team works closely with all staff to evaluate their practice. The recommendations from the previous inspection have been met. For example, they have developed the outdoor area so that resources are more accessible to children. The manager uses the Ofsted self-evaluation form effectively and has involved a number of stakeholders, including parents in this process. They have used this to set themselves clear targets for the future, such as making more effective links with schools to ensure continuity of learning.

The setting forms excellent relationships with parents and is enthusiastic about their involvement in children's learning. For example, parents are invited to volunteer in order to give them an excellent understanding of what their child learns at the setting. There are excellent systems in place to keep parents informed about children's progress and both parents and the setting share detailed information. This means that children's individual needs are given the utmost priority. Parent's views are sort through surveys so that they are actively contributing to the setting's self-evaluation. Effective relationships with most providers and professionals mean that children's welfare is supported.

The setting provides excellent support for children who have special education needs and/or disabilities. For example, all children are taught Makaton so that children who are not vocal can be included. This means they are extremely confident and self-assured. Staff continually work towards making sure they are an inclusive setting with support from the local authority and an area Special

Education Needs Coordinator. A member of staff takes the lead on ensuring that all children learn about a vast range of cultures, as well as their own. For example, children celebrate different saint days, such as St George's day.

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

Children settle quickly into the setting and feel safe and secure in its routines because staff take time to get to know the children. Children are able to move freely and safely around the setting both inside and outside. This is because staff set consistent boundaries and support children to understand these. Children learn how to use equipment safely and remind each other how to be safe. For example, children support each other on climbing equipment outside.

Children have extremely good opportunities to learn about healthy lifestyles. They learn about healthy eating because children have fantastic opportunities to grow their own vegetables in the refurbished outdoor play area. Children sow the seeds themselves, water them and harvest their crops of beans and potatoes. They then cook these ready for snack. Children serve their own snack and water and wash their plates up themselves. This gives them excellent opportunities to learn about hygiene routines. Children of all ages develop excellent physical skills on the wide range of play equipment. They make a variety of dens in the outside area and make this into a really cozy environment. Children have access to outdoor provision in all weathers as staff provide water proof clothing at all times.

Children are making good progress towards the Early Learning Goals because staff regularly observe children and plan activities around their needs and interests. However, information from other settings children attend is inconsistently gathered for all children. This means that some opportunities to extend children's learning could be missed. Children are developing their writing skills, for example, writing what they would like to have in the setting themselves. Children enjoy retelling the story of 'three little pigs' and hide the puppets from the pig bad wolf in the straw. They use a measuring tape in the construction area to see how tall their models are and develop mathematical language, such as half and more, as they are preparing snack. They are gaining good skills in using technology as they have access to a range of electrical games and computers. For example, children use the mouse to direct a character on screen around a maze.

Children are well behaved in the setting and have a clear understanding of the boundaries that are set. This is because staff focus on children's social skills when they first start at the setting. Older children support the younger ones at the out of school club, for example, helping them to get paints out to do some printing. Children learn about their own and different cultures through a range of activities and resources. For Diwali, a member of staff takes the lead to teach children about the Hindu culture by trying on saris and tasting Indian food.

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

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| 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

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| 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 | 1 |
| 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 | 1 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| 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 | 1 |
| 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 (Records to be kept). 17/10/2011

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 (Records to be kept). 17/10/2011