

Bearswraparound Care @ St Dunstons

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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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

Bearswraparound Care @ St Dunstons was registered in 2011. It operates from St. Dunstons primary school in Moston, Manchester. It is close to shops and transport links. The out of school provision is owned by Bears Necessities Ltd. Children have access to a defined area of the school which contains a classroom/play area, a quiet area and associated facilities. There is planned use of the activity hall. There is a secure outdoor area for sole use during times of operation.

The group are registered to care for a maximum children of 32 children aged from three years to eight years. There are 42 children on roll and seven children in the early years range. Children attend for a variety of sessions.

The club is open from 7.30am to 9am and 3.15pm until 6pm each weekday during school term times and holiday care is offered on another site. A manager, a deputy and three full-time staff work with the children. A qualified teacher also is employed by the club. All staff hold early years qualifications to National Vocational Qualification Level 3 and above and one staff member is undertaking level 3. The setting receives support from Manchester Sure Start.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Good systems are in place to promote children's welfare and learning. All staff display a good knowledge of the Early Years Foundation Stage which underpins the positive outcomes children experience in their learning and development. Consequently, children are very happy and secure in the inclusive, welcoming environment. They are establishing good partnerships between parents and new systems are keeping them informed of their children's daily routine, care and learning. Extremely positive links with other agencies and the school promote excellent continuity of education and care. Systems are in place for self-evaluation, however, this is still developing to enable staff to fully review and monitor the provision.

What steps need to be taken to improve provision further?

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

- further develop self-evaluation effectively and involve all staff
- strengthen systems to enable parents to contribute more to their children's learning and development.

The effectiveness of leadership and management of the early years provision

The management and staff display an excellent understanding of safeguarding issues and keep up-to-date with training. They are very confident in their roles and responsibilities to protect children in their care. They are aware of the Common Assessment Framework process and all staff are vetted with robust systems in place to monitor ongoing suitability very well. Children are extremely well protected as the well-qualified established team keep the premises very secure and supervise children at all times. There are superb safety procedures in place one being the rigorous checking of visitors' identification from the school to the club and with great involvement from the head teacher and the site manager throughout the day. Furthermore, there are stringent pick-up rotas from classrooms on site and at the school nearby.

The environment is bright and very stimulating and children's well-being is significantly enhanced due to the excellent organisation of this setting throughout the self contained building. This enables children to actively participate in good range of opportunities and experiences which foster their initiative, independence and confidence and to consolidate their learning. Children move around with great confidence and free flow from the indoor building to the outdoor play area.

All documentation is in place and there are comprehensive written policies and procedures that promote children's health, safety, achievement, enjoyment and ability to make a positive contribution. These are shared with parents and regularly reviewed. The owner of the club values her good staff and this results in a very committed and enthusiastic staff team who continually strive to improve the good service they offer. Staff are becoming very aware of their own responsibilities, and morale is high. Staff are skilled in ensuring that a fully-inclusive environment makes parents and children feel very secure and welcome. They have systems in place to adapt activities well to enable children with special educational needs and/or disabilities to reach their full potential.

Parents indicate their great satisfaction of the club, alongside the approachable friendly staff team. There is a notice board and a suggestion box in the reception area to enhance their views. However, systems to collate comments they make around their children's activities and developments are in the early stages. There are excellent systems in place to work with other agencies, complementing the Early Years Foundation provided. For example, very good systems are in place to work with the foundation stage teacher in the school and staff meet with her regularly, since the recent opening of the club. The head teacher works extremely close with the club, shares resources and ideas, and speaks very positively about the excellent continuity of care and learning. Furthermore, a teacher from a school in the area supports the staff in the planning. This demonstrates another excellent valuable partnership to further enhance planning, observation and assessment.

Staff attend a wealth of training and short courses to further develop their childcare practices and enhance their knowledge of the Early Years Foundation

Stage. For example, courses in health and safety, getting the best from boys and observation. Furthermore, the manager and owner strongly encourage staff through comprehensive induction, good appraisals and peer observations, which recognises their strengths and weakness. Minutes taken in meetings refer to staff discussing what is, or is not going well in the club. This contributes to their good approach and experiences in enhancing positive outcomes for children. The club are aware of their strengths and areas of development, and an action plan of the setting helps them to improve their setting. However, self-evaluation is not fully developed across all staff to enable them to review and reflect on their practise.

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

Staffs have a good understanding of the Early Years Foundation Stage and clearly plan to all areas of the curriculum. Children enjoy a good balance of child- and adult-led activities. An effective key worker system is organised which takes into account children's individual learning needs. Staff skilfully observe children during play and use this to plan for suitable next steps in learning. Learning journeys indicate fun, stimulating activities. They establish good children's starting points and interests. Young children are helped extremely well to settle into their new surroundings and to mix well with each other and with children from another school. The newly devised children's council are beginning to collect comments to indicate children's sheer delight in the club.

There is a strong emphasis on independence and children are encouraged to access their own drinks, help out at snack times and tidy away the toys after they have finished with them. Children use programmable toys and learn to take turns as the play on the game console. They are extremely eager to talk to visitors about their positive experiences in the club. Birthdays are celebrated, which promotes children's self-esteem and confidence to share their experience with others. Children look at Eid and staff involve them in festivals throughout the year, giving them a strong awareness of diversity. All toys are very well labelled and enable children to freely choose what they want to play with. A great strength around the rooms is the display of children's own work, with very little input from adults. They has opportunities to access a wide range of media and lots of photographic evidence demonstrates children creating pictures of the seasons, pouring sand and water and making cards. Children dress up, take part in board games and play in the home corner, enhancing their imaginative skills.

Children's physical skills and coordination are developing well as the staff encourage and promote good outdoor play and exercise. They have good opportunities to participate in team games and use bats and balls. Future plans to extend this include the use of outdoor lightening which will give them extended play in this area. Futhermore, a staff member descibes a wealth of outdoor pursuits available to the children to promote outdoor play.

Children's health is well promoted. The premises are clean and discussions take place about the importance of washing hands and hygiene. This helps to develop

children's awareness of the concepts of effective routines. Furthermore, they remind each other of these as they return from school. Hygiene practice is demonstrated by children and staff as they participate in activities to keep them healthy. Children enjoy healthy snacks, and staff provide a hot meal in their own kitchen area, providing a flexible service to parents and children. Children have access to drinks at all times, both inside and when playing outside, to keep them hydrated.

From an early age children learn the importance of sharing and taking turns. Children behave very well as staff constantly use praise and distraction and keep them occupied throughout the session. The staff are very good role models for the children. The premises are extremely safe and secure, and both inside and outside are subject to rigorous risk assessments. Children are encouraged to keep themselves very safe and wear bright coloured clothing when out on the road, to help staff recognise them. They are constantly reminded to be careful when playing outside and a wealth of activities based around road safety, no running, good manners and stranger danger, reminds children of safety issues while having fun. A detailed fire policy is displayed and they regularly practise the fire drill, with the school and alone in the club, which is recorded in detail. This gives all children a very strong awareness in the event of an emergency.

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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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	1
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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