

Club 3.15

Inspection report for early years provision

Unique reference number

EY431499

Inspection date

09/12/2011

Inspector

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Setting address

Canon Sharples C of E Primary School & Nursery, Whelley,
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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

Club 3.15 was registered in 2011 and is run by St Bede Services Ltd. It operates from Canon Sharples Church of England Primary School and Nursery and has access to an outdoor play area. It is situated in the Whelley area of Wigan. The setting is open Monday to Friday from 3.15pm until 6pm during term-times only.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children may attend at any one time. There are currently 33 children on roll, six of whom are within the early years age range. Older children also attend the club on a daily basis. The club is able to support children with special educational needs and/or disabilities and children who have English as an additional language. Children are cared for from Canon Sharples Church of England Primary School and Nursery and are also collected and cared for from Holy Family Catholic Primary School.

The club employs three staff. Of these, two staff hold an appropriate early years qualification up to level 3 and one has a degree in Early Childhood Studies. They receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming and well-organised environment and are making good progress in their learning and development. Staff know the children well and respect their individuality and uniqueness. Overall children are supported in accessing a wide range of activities. Positive partnerships with parents and carers are in place and information is shared to keep them well informed about most aspects of the provision. Links with other professionals where children receive care and education are effective. Good systems for self-evaluation are in place demonstrating the setting's strong capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- provide information for parents on how the setting delivers the Early Years Foundation Stage to actively involve them in their child's learning
- encourage all children to actively participate in the range of activities offered in order to maximise their learning opportunities.

The effectiveness of leadership and management of the early years provision

The setting is well led and managed. The manager and staff team have a good understanding of their responsibilities with regard to child protection when concerned about a child's welfare. They are confident to follow procedures and link with other agencies to ensure children are safe. A comprehensive child protection policy is shared with all staff and parents to keep them well informed of their responsibilities. Detailed risk assessments on the premises and for outings ensure that safety is continually monitored and reviewed. All of the required records and documentation are in place and of a good quality, including detailed policies and procedures.

Good quality and well-organised resources support children's achievement and enjoyment. Some resources are set out prior to children's arrival, with others accessible for children's self-selection. As a result children make choices and decisions about play and are becoming independent and active learners. Equality and diversity is actively promoted and staff ensure all children have equal access to all opportunities and resources. As a result, inclusion is well promoted.

Partnerships with parents and carers is good. In discussion parents' comments are positive and include feedback in relation to the friendliness of staff and the effectiveness of the setting in meeting children's individual needs and interests. They have access to information about the setting, for example, through policies and procedures. However, information on how the setting delivers the Early Years Foundation Stage and systems to involve parents and carers in their child's learning are less well developed. Effective partnerships with other professionals ensure continuity of care for the children. Daily communication takes place between the setting and the children's schools to enable parents to be fully informed of their child's well-being during the cross-over of care. The staff work well with the schools and feel part of the wider school community.

Staff receive good levels of support from the manager and the efficient day-to-day organisation of the provision means that children are safe and well cared for. Staff demonstrate a commitment to their role by accessing training. Regular staff meetings support all aspects of their work. The manager has carried out a self-evaluation of the provision and has identified clear targets for further improvement that will benefit outcomes for all children.

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

Children are happy and settled in the welcoming and stimulating environment. The staff team are dedicated, caring and supportive. This enables children to feel safe and secure and form trusting relationships. Staff have a good understanding of the Early Years Foundation Stage and they plan appropriately to meet children's individual needs. The effective key person system ensures observations and next

steps are identified and planning is clearly linked to children's interests and development stage. Emphasis is placed on children learning through play. There is a good range of stimulating activities available for children to choose from, which link to each of the six areas of learning. Children are very engrossed in activities of their choice, for example playing on the computer. However, they are not always fully encouraged to participate in the other activities on offer, which can sometimes limit their learning experiences whilst at the setting.

Counting activities and playing with puzzles and games successfully promotes children's problem solving, reasoning and helps them to develop skills for the future. Children concentrate as they try to build a tower and celebrate their efforts by proudly showing their construction to their peers and taking a photograph of it. The children have excellent computer skills and very efficient use of the mouse and the keyboard. Children have a positive attitude towards diversity and take part in activities linked to various festivals. They also have ongoing access to a range of books, dolls, puzzles and construction materials. Children develop a keen interest in nature as they visit local parks during the year. Their language skills are developing as children settle on the sofa and enjoy sharing a favourite book and discussing the story with an adult. Staff engage themselves in children's play and take time to listen to them as they encourage topics for conversation, further extending their vocabulary.

Children's behaviour is good because staff are consistent in their approach to managing this. They use effective strategies based on reward systems and act as positive role models for the children. The older children show care and consideration to the younger children. They work very well together and they share their learning experiences positively, thus creating an effective and positive attitude towards each other's learning.

Children develop a range of physical skills and benefit from fresh air and exercise through energetic play outdoors. They enjoy a daily fitness routine, where they stretch and move to the rhythm of the music. Children's good health is promoted because effective hygiene procedures reduce the risk of cross contamination. Children independently use hand washing facilities as they understand the reasons for keeping themselves clean. They are provided with various healthy snacks and have access to drinking water at all times to enable them to satisfy their thirst when needed.

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