

Elm Cottage Out of School

Inspection report for early years provision

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EY313648

Inspection date

12/12/2011

Inspector

Angela Cuffe

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.

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

Elm Cottage at Hursthead Primary school is one of six provisions run by Elm Cottage limited. It opened in 2005 and operates from two pre-fabricated buildings and the school hall within Hursthead Primary school in Cheadle Hulme, Stockport. Children have continuous access to the school playgrounds and playing fields. It is open each weekday from 7.45am to 9am and 2.30pm to 6pm school term time and 7.45am to 6pm every school holiday. The club is open for 52 weeks of the year. The out of school club is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 80 children may attend the club at any one time. There are currently 294 children aged from four-to under eight-years-old on roll. Of these 20 are within the Early Years age group. There are 8 members of staff, 5 of whom hold early years qualifications to at least level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well developed knowledge of each child's needs and interests enable the staff team to meet them well. Children are safe and secure and flourish as they learn about the local environment and the world around them. The partnerships with parents, the local school and other agencies are a key strength and are significant in making sure the needs of all children are well met. Children progress well, given their age, ability and starting points. Regular evaluation by the manager and staff makes sure that priorities for development are continually maintained, resulting in an effective provision that responds to all user needs. Areas for improvement have been identified and particularly focus on updating some of the written policies and required records.

What steps need to be taken to improve provision further?

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

- obtain information about who has legal contact with the child and who has parental responsibility (Safeguarding and promoting children's welfare). 27/12/2011

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

- update the complaints procedure to contain the current address and contact number of the regulator.

The effectiveness of leadership and management of the early years provision

The staff team are enthusiastic, suitable and eager to work with children and display a commitment to promoting their safety. All of the necessary checks are carried out on staff during the recruitment and selection process. Arrangements for safeguarding children are regularly reviewed, carefully managed and understood by all. Children's health, safety and well-being are maintained by the implementation of policies and procedures that all staff and parents understand. Risk assessments on the premises, ensure that the safety of the areas used is continually monitored and reviewed. Fire drills are practised regularly, which ensures children understand what to do should the need to evacuate the premises arise. Most of the required records and documentation are in place. However, the complaints procedure doesn't contain the new contact details of the regulator and details of who has parental responsibility for each child has not been sought. This is a breach of requirements.

Staff actively promote equality and diversity in their practice to ensure all children are learning about our differing society. A well planned environment includes a good range of resources that are deployed carefully to ensure that all children have continuous free access to them. The dedicated staff team work well with parents and outside agencies to ensure children's individual needs are well met. Parents and children provide positive feedback and continually praise the provision. Continuity of care for the children is further enhanced as positive links with other provisions children attend is well established.

The staff team have a secure knowledge of the Early Years Foundation Stage framework and fully benefit from having their own Early Years professional. Observations are carried on a regular basis, these are spontaneous, meaningful and link to each child's next steps, which consequently impacts on the overall planning and assessment process. Most of the staff team have an appropriate qualification and all attend regular relevant training courses. This good practice as well as a detailed evaluation process ensures the continuous improvement of the provision.

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

Children are happy and well settled in the welcoming environment, where the staff team offer continual support and encouragement. This positive practice enables children to feel safe and secure and as a result, they form trusting relationships with their peers and the staff team. Children are keen to attend and from the moment they arrive, they are eager to explore and take part in the exciting and fun activities that have been well thought out. Children work well independently using their own initiative and develop skills working alongside their peers. For example, some children are helping others how to spell, whilst they are writing sentences to create a story. Children are learning from everything they do, they play and have fun, and are eager and enthused to take part in new activities. They

use their imagination well and express their feelings as they play. The staff team work well to ensure an efficient and stimulating environment is maintained for the children. This ensures all children are able to explore freely and thrive as they play. Children show high levels of interest and concentration as they freely express themselves. Regular planned topics promotes children's knowledge and understanding of the local environment and the world around them with success. Children develop a positive attitude towards diversity and take part in activities linked to various festivals as well as accessing a range of multi-cultural toys and equipment. Positive links with other clubs within the organisation are maintained through a pen pal system, with a club around ten miles away.

Children demonstrate a sense of security within the setting and because they all attend the school, the areas are very familiar and safe to them. They show a good understanding of the standards of behaviour that are expected and apply these in order to keep themselves and others safe. Children are confident and express their thoughts freely. They enjoy chatting about various topics whilst creating their work of art, and converse freely about their favourite pop stars and books. Playing games produces plenty of laughter and smiles as children run around and take part willingly. Children read a story by describing what they can see in the pictures, they are using their thought patterns well as they predict things that may occur next by carefully studying expressions on the characters faces. Counting activities and playing with electronic games, calculators and tills successfully promotes children's problem solving and reasoning. Taking part in activities that are linked to various cultural festivals encourages children to develop a positive attitude towards diversity. The continuous use of various cardboard and old plastic bottles to create models, as well as recycling in line with the Local Authority guidance demonstrates a real commitment to sustainability.

All children show a good understanding of the importance of following personal hygiene routines and healthy eating. Children have ongoing opportunities to engage in a wide range of physical activities, both indoors and out and consequently gain a secure knowledge of how regular exercise impacts on maintaining a healthy life style. All children are provided with healthy snacks and access fresh drinking water whenever they are thirsty. They manipulate their large and small muscle groups simultaneously, as they carefully balance on obstacles and skilfully guide their scooters through cones and down slopes.

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