

Barnardo's Include me 2

Inspection report for early years provision

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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

Barnardo's Include me 2 Out of School Club is managed by a voluntary association. It was registered in 1993 and operates from a centre run by Barnardo's in Lostock Hall, Leyland.

A maximum of 25 children aged under eight-years-old may attend the club at any one time. The club currently takes children from birth and also offers care to children aged eight-years-old to 18-years-old. The club operates on Monday and Thursday from 3pm to 6pm, Wednesday and Friday 6pm to 9pm during school term time. On Wednesday from 9.30am to 12.30pm there is a session for children aged from birth to four-years-old. It also opens on Saturday from 11am to 4pm. During school holidays the club operates from 11am to 4pm. Children from the local and surrounding area attend.

There are currently 78 children on roll, of these 20 are under eight-years-old and of these five are within the early years age group. The club supports children with special educational needs and disabilities. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 14 members of staff, including the manager who work directly with the children. Of these six hold a qualification at level 3 in early years and eight are working towards a qualification at level 2 in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and learning needs are successfully promoted and are given a high priority. Children make good progress in their learning and development and enjoy a wide range of highly enjoyable activities, experiences and resources. Systems for observing children are developing well. Children are valued as unique individuals and an exceedingly strong inclusive ethos threads through all aspects of the setting. Children's progress is effectively shared through highly effective partnerships with parents and carers and exemplary partnerships with other professionals. Overall, the setting thoroughly uses self-evaluation and review procedures to ensure that the service is continually improving.

What steps need to be taken to improve provision further?

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

- use observation more effectively to plan motivating experiences for the younger children to further enhance their enjoyment.

The effectiveness of leadership and management of the early years provision

The strong management team ensure the safety and welfare of children is given extremely high priority throughout the setting. Arrangements for safeguarding children are exceptional and understood by all staff. Effective recruitment, employment and induction procedures are in place to protect children. Policies and procedures are reviewed on a regular basis to ensure they continue to meet requirements. The organisation and management of the setting is superb with the focus always being on improving outcomes for children. For example, staff ensure that planning is extremely flexible to take into account children's individual needs. Staff use the environment and resources within the indoor and outdoor areas with skill offering a choice of experiences.

The management team are actively involved within all aspects of the provision and are eager to achieve the highest service standards. This is demonstrated by staff undertaking further qualifications to support their existing expertise. Regular meetings and highly effective self-evaluation systems are in place. The recommendation raised at the previous inspection has been positively addressed, which has a positive impact on keeping children safe.

Staff have created a warm and welcoming environment. The multiple resources are used well and support children's learning and development. An equality and diversity policy outlines a commitment to promoting inclusive practice. Staff have a highly comprehensive knowledge and understanding of individual children and as a result their needs are extremely well met. Children with special educational needs and or disabilities are exceptionally supported through staffs' outstanding liaison with other professionals. Excellent systems are in place to work alongside other schools, settings and carers to ensure progression, continuity of learning and smooth transition of all children. Partnership with parents and carers are of a very high quality. Staff share accurate information through daily discussions, meetings and parent forums.

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

Children enjoy a wide range of play experiences and make good progress in their learning and development. Staff know the children exceedingly well and plan activities taking into account their individual interests and capabilities.

Observations are undertaken regularly. Children's interests are developing well and they show a desire to participate and actively contribute to the running of the setting.

Children are warmly greeted at the door and show a strong sense of security. All children progress in their personal, social and emotional development as staff are effective at encouraging children to participate in routines and give consistent praise. This promotes self-esteem, builds their confidence and promotes communication. Staff provide a wide selection of resources to enhance children's

communication, language and literacy skills. For example, children use makaton and visual timetables to support communication needs. As activities are planned to support children's individual needs concentration skills are developing well.

Children's creativity is supported through a wide range of role play equipment, mark making resources, a designated sensory room and a good range of media. For example, children work together to produce large scale art displays. All children access the outdoors where they can choose activities to develop their creative and physical skills. Children become interested in the environment by going on trips and taking part in activities such as swimming and horse riding. All children are highly valued and engage in a wide range of activities and experiences, which help them to value diversity.

Children's welfare is effectively promoted. For example, children are taught how to be safe through ongoing discussions and taking part in evacuations of the building. The setting embraces and welcomes everyone into a wholly inclusive environment. Children take part in music and movement sessions and appreciate the role exercise has in creating a healthy lifestyle. Children have good opportunities to use programmable toys and equipment, such as computers and cameras. Consequently, they effectively develop their skills for the future.

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	1
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	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	1

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