

# Stay and Play at Ramillies

Inspection report for early years provision

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**Unique reference number** EY421638  
**Inspection date** 15/11/2011  
**Inspector** Tracey Harrison

**Setting address** Cheadle Hulme Methodist Church, Ramillies Avenue,  
Cheadle Hulme, CHEADLE, Cheshire, SK8 7AL

**Telephone number** 0161 4851605

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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**

Stay and play at Ramillies opened in 2010 and operates from two rooms in Cheadle Hulme Methodist church on the outskirts of Stockport, Cheshire. It is open each weekday from 7.45am to 9am and 3pm to 6pm term time only and provides before and after school care. The provision is registered with Ofsted on the Early Years Register and both parts of the Childcare Register. A maximum of 30 children may attend the provision at any one time, there are currently 26 children on roll. There are four members of staff, two of whom, hold appropriate qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

A good knowledge of each child's needs makes sure that staff successfully promote children's welfare and learning. Children enjoy their play and learning in a spacious and safe environment in the setting and community. The partnerships with parents and local school are a key strength in making sure the needs of all children are met. This means that children progress well in relation to their starting points. Generally, self-evaluation is reflective of what the setting does well and includes feedback from parents and children to inform improvements.

## **What steps need to be taken to improve provision further?**

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

- develop further the process of self-evaluation, in order to accurately identify key strengths and priorities for the improvement of the quality of provision
- extend the two-way flow of information with parents by making policies and procedures available to them.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded and well protected in the setting because there are clear processes in place and staff know how to implement them. Staff are also appropriately vetted and are suitable to work with young children. The environment in which children are cared for is safe and supportive. This means that children are able to move safely and freely around the building. Children are taught to be safety conscious by regular reminders of the safety rules, for example, when walking to and from school and learning about stranger danger. This is reinforced by visitors from the police meaning that children have a good understanding of how to keep themselves safe. Updated policies and procedures are in place, however, these have not been sufficiently shared with parents effectively.

Staff are knowledgeable about the Early Year's Foundation Stage and use this well

to support children in their learning. The environment is well organised and accessible to the children. For example, they have access to two rooms which allows space for children to learn, rest and play. The available resources are used well to achieve planned goals for children. Effective partnerships with the local school mean that children have access to an outdoor play area and learning is extended after school effectively. This means that children make good progress in their development through planned and purposeful play.

The staff have a good awareness of their strengths and weaknesses. They continually look for ways to improve provision for the children and regularly consult with parents and children which has a positive impact on the overall quality of the provision for children. Staff meet regularly to discuss improvements meaning that management systems generally run smoothly. However, this does not include the identifying of priorities for improvement of the quality of provision.

The setting forms close working relationships with parents and carers. They obtain useful information about each child which is used to plan and provide care and learning that meets the individual needs and interests of children. This means that parents can become involved in their child's learning and each child is well supported in making progress towards the early learning goals. Effective relationships with the local school involved with the children are well established and contribute well to supporting children's welfare and learning.

Staff provide an inclusive environment for the children they care for. They offer sensitive support to children who have special educational needs and/or disabilities. They readily adapt activities to ensure that all children can access them. An effective equal opportunities policy is regularly reviewed and supports the staff well. This means that the individual needs of all children are met and all children are included fully in the life of the setting.

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

Children benefit from a range of experiences, such as outdoor play, food tasting and making smoothies. They are consulted on what makes a healthy plate for snack time and are involved in discussion and making choices. This means that children have a good awareness of what constitutes a healthy lifestyle.

Staff observe children regularly and work in partnership with the local school to extend children's learning. Children are very content and thoroughly enjoy their time at the setting. Observation, planning and assessment systems have been introduced and children's progress and achievement is recorded and shared with parents. The staff have a good understanding of how children learn through play. Children's communication skills are developing well because they are encouraged to be involved in making choices and expressing their views. The staff are good at listening to the children, consequently, conversations between staff and the children also encourage their language skills. Children are developing effective skills for the future because they use role play to recreate life experience, such as running a cafe and using number skills when calculating the bill. Children like to

paint and be involved in the craft activities available giving them opportunity to use a range of tools. Consequently, children are making good progress in their learning.

Children behave well in the setting because the staff give clear explanations and set appropriate boundaries. Children are developing a respect for themselves and others. This is because children and parents are regularly consulted on their preferences, which increases children's confidence and self-esteem. They learn about other cultures and society through a range of activities to promote diversity. For example, children learn about pyramids and pharaohs during Egyptian themed activities. This is because the setting makes effective use of books and activities and links to topics at school to introduce new ideas to promote diversity and extend learning.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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