

All Stars Out of Hours Club

Inspection report for early years provision

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EY305979

Inspection date

12/01/2012

Inspector

Sylvia Cornock

Setting address

Wheelock County Primary School, Crewe Road, Sandbach,
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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

All Stars Out of School Club is one of three provisions privately operated by the same owner and was registered in 2005. It operates from the school hall and year 2 within Wheelock County Primary School, Sandbach, East Cheshire. Children have access to secure outdoor play areas.

It is registered for 24 children aged from four to eight years of age and older school aged children may also attend. It offers before and after school care from 7.30am until 9am and 3pm until 6pm term time only. Children from the school and other local schools attend and they attend for a variety of sessions.

There are currently 45 children on roll. Of these, 13 are under eight years and of these five are within the early years age group. The setting supports children with special educational needs and/or disabilities. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting employs four members of staff, including the manager, who work directly with the children. Two staff members hold National Vocational Qualification Level 3 in Playwork and one of these holds a diploma in management. One staff member holds an NVQ Level 2 in Playwork and one member of staff is currently undertaking an NVQ Level 3 in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children's welfare needs are satisfactorily safeguarded. However, staff have not considered requesting written parental permission for emergency advice or treatment, which is a breach in the welfare requirements. Staff provide a stimulating and challenging environment overall, where children develop their independence and have fun while they learn. As a result, children make good progress in their learning and development. Staff share and exchange good information with other early years professionals. Children are valued as unique individuals and an inclusive ethos threads through all aspects of the provision. The staff team consider areas for improvement, although, not fully involved with the self-evaluation system and they do not consider the views of the service users

What steps need to be taken to improve provision further?

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

- obtain written parental permission at the time of admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's
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welfare)

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

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the settings strengths and priorities for development that will improve the quality of provision for all children
- ensure the views of parents, carers and children are taken into account in order to effectively identify the setting's strengths and priorities for development.

The effectiveness of leadership and management of the early years provision

Safeguarding is prioritised, exemplified by the recruitment, employment and induction procedures, that help to ensure that staff are suitable to work with children. Staff show an understanding of the procedure to safeguard children. Records, policies and procedures are in place and are regularly reviewed in line with the local safeguarding procedures. Staff are organised and effective in supporting the service offered. For example, staff use daily risk assessments and safety checklists to ensure that the environment is always safe, clean and fit for use. The staff team are committed to improvement, although, they have not been fully involved in the self-evaluation procedure and they do not have a system for children and parents to add their comments on areas for improvement. The recommendation from the last inspection has been fully addressed. The management team undertake annual appraisals supporting staff and identifying any future training needs.

Staff organise the space, resources and outdoor activities to ensure that children receive a stimulating learning and play experience with a well balanced mix of adult-led and child-initiated play. Resources are freely available and of good quality. Staff know the children well and ensure their individual needs are met. They work and engage with other early years professionals in respect of effective continuity and progression of children's educational needs. Staff promote and support diversity well, to help children understand the society they live in.

Partnerships with parents and carers are satisfactory. Staff discuss every aspect of their child's care, learning and development with them. Parents and carers are made aware of the policies and procedures and they know they can view these at any time as a copy is available within the setting. Parents and carers verbally comment on their satisfaction with the good care, education and activities on offer for their children and the commitment of the staff. They are aware of their child's learning journey and that they can view this at any time.

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

The learning environment provided by the staff and their personal skills is good. There is a focus upon personal, social and emotional development and an emphasis on self-esteem as they teach children to participate and adopt safe and hygienic routines and to behave well and have consideration for all others. Resources are good enabling children to choose from the variety on offer which is easily accessible. They are stimulating, interesting and children have fun as they create their own child-initiated play. As a result, all children make gains in their learning and development. Staff know the children well and plan activities according to the children who are attending on each day. Staff use planning sheets which show the resources to be used and these are linked to the areas of learning. They complete written observations for each child and these are used to plan for individual children's next steps in their learning.

Staff throughout the club extend children's skills in communication and language. For example, they engage in conversations, share ideas and provide resources to develop language, such as, discussions about healthy eating, which is linked to the art activity children are undertaking. Children have the opportunity to access a range of mathematical and problem solving skills, as they engage in board games, construction kits and count how many runs they have made in their chosen cricket game. They have opportunities to use programmable toys and electronic games consoles. All children enjoy the outdoors, where they can choose from a variety of activities within the school grounds. They plant seeds, talk about the vegetables and link this to the wider environment, such as farmers, fields and the use of scarecrows. Children use their creative skills as they design their own scarecrow using recycled and other materials.

Children's welfare is promoted by the staff to a consistently good level. They blend daily routines and activities together so that children acquire competency, confidence and independence in all areas. For example, children are taught how to be safe through themes, such as, evacuations of the building and being aware of others. A strength of the setting is the promotion of keeping healthy through healthy eating and good physical activities. Children celebrate different festivals and have an insight into the environment and the world around us. The provision focuses upon emotional and physical health and cultural diversity as they embrace and welcome everyone into a wholly inclusive environment.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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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