

Mossley After School Club (Mask)

Inspection report for early years provision

Unique reference number	EY251110
Inspection date	08/02/2012
Inspector	Sarah Rhodes

Setting address	Old School Building, Leek Road, CONGLETON, Cheshire, CW12 3HX
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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

Mossley After School Club (MASK) opened in 2003 and is run by a private provider. It operates from the old school building in Mossley, Congleton in Cheshire. The group serves the local community and there is a secure area for outdoor play. The group opens five days a week for 50 weeks a year. Sessions are from 7.30am to 9am and 3.30pm to 6pm during term time and 7.30am to 6pm during school holidays. Children are able to attend for a variety of sessions.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 48 children may attend at any one time. There are currently 138 children from three years to 12 years on roll, 15 of whom are in the early years age range, they attend on a part-time basis.

There are nine members of staff including the manager. Of these, seven hold appropriate early years qualifications to National Vocational Qualification Level 3 or above. Two staff are currently working towards an appropriate childcare degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a warm and relaxed environment that provides a pleasant end to a busy school day or an exciting holiday club experience. They enjoy a wide range of activities both inside and outside. Self-evaluation is being developed by the management team to drive further improvements in the service provided. Risk assessments have been undertaken but not all aspects have been committed to paper. Staff have systems to record children's learning journeys but do not capture insights into children's development from the children's main Early Years Foundation Stage providers. The setting struggle to gather enough information to plan next step in children's learning purely from the limited hours they care for the children.

What steps need to be taken to improve provision further?

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

- record the risk assessment which identifies aspects of the environment that need to be checked on a regular basis, risk assessment should cover anything with which a child may come into contact, clearly state when it was carried out, by whom and the date of review (Documentation).

22/02/2012

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

- develop the use of the learning journeys to plan next steps in children's learning and share these with parents to obtain their input
- liaise with the main Early Years Foundation Stage provider to help build a picture of children's development which supports the clubs planning to meet children's needs effectively
- develop the use of self-evaluation as part of an internal review to inform planning of future improvements and involve all staff and other stakeholders in the process.

The effectiveness of leadership and management of the early years provision

The manager ensures that staff have a satisfactory knowledge of child protection procedures, what would concern them and what records need to be kept. They are able to refer to the policy if they have concerns and benefit from safeguarding training as part of courses they are undertaking to gain further qualifications. Acceptable staff recruitment procedures are in place and all staff are supervised until clearances are received. Annual appraisals help to plan most staff's training and development. Risk assessments for the premises are undertaken and the building is safe and fully secure with staff managing the entrance. They are aware of the need for added supervision when children are using the corridor leading to the exit and when children are travelling between the school and the building. However, only some of the risks and control measures identified for the building have been recorded as required by the Early Years Foundation Stage. The group has recorded risk assessments for outing and updates these with new risks as these become apparent.

Records, policies and procedures which promote positive outcomes are generally in place. The club has a satisfactory capacity to maintain continuous improvement as the manager has a clear vision for short and medium term improvements which are periodically discussed with staff. Parents have in the past completed questionnaires to comment on the provision and help plan improvements. However, the formal self-evaluation has not been shared with staff and other stakeholders such as the parent to capture their ideas and provide a document to drive and monitor improvements.

Staff take time to exchange information with parents verbally at the end of sessions and this helps them build a picture of the children's lives outside of the club which informs activities and conversations the next day. Parents are further informed about events at the club through the notice board and the website. Partnerships in the wider context are used to develop the quality of education and care, for example, they access training and use local entertainers and attractions to vary the activities provided for children. The club has good working relationships with the school and pre-school and can discuss any concerns with teaching staff. The staff understand the needs of the individual children they care for and have organised the play space to allow children to access a range of appropriate equipment regardless of, for example, ability or gender. This ensures that no child is disadvantaged and all children have their needs met appropriately.

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

The club provides a relaxed leisure time for children. The staff recognise the need to provide activities that are of interest to individual children and encourage them to be independent and choose activities that they would enjoy doing. Staff undertake observations of the children's learning and development and collect examples of the activities they have taken part in. These observations are very limited in number due to some children's limited attendance and have not been used to plan next steps in children's learning. They are used to evaluate children's progress in a broad way by linking them to the aspects of the six areas of learning in the Early Years Foundation Stage. The club has some links with the children's main Early Years Foundation stage providers at the school and pre-school. However, links have not been fully developed to jointly identify next steps in children's learning that the club can usefully support and encourage.

Children enjoy a wide range of activities that cover the six areas of learning in a satisfactory way as part of an out of school provision. They are confident to ask staff for games and activities in addition to those that have been set out. Their communication and social skills are encouraged by staff who discuss their day at school with them and help them negotiate with their play mates. Children have access to books and writing equipment and enjoy craft activities such as making mosaic pattern pictures or icing and decorating cakes. Children use their knowledge of number and problem solving when playing board games or on themed holiday club sessions such as the science day or bread making session. The club has the philosophy that children should be well supervised but also given the freedom to develop their own games, such as making dens from the floor mats. The children are able to benefit from easy access to the outdoor space and when weather is inclement they are able to use a second hall for large physical games. This allows children to enjoy large physical games all year round. Their imagination is stimulated through construction equipment and role play equipment.

Children behave well they cooperate and respect one another. Staff manage the children's behaviour in a clear and positive way they help children work together and keep them well occupied. Staff have the facilities to provide a range of light snacks and drinks such as sandwiches, crumpets and fresh fruit. They enjoy treats in the holiday club such as a chocolate fountain which staff combine with fruit to dip. Children have access to water or juice throughout the session. Children are reminded to undertake appropriate hygiene practices such as washing their hands before snack time. They are shown how to keep themselves safe through clear rules when playing, they understand they must not open the front door and must report broken toys, they are included in fire evacuation practises to ensure they have a secure knowledge of evacuation procedures.

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	3
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	3
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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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