

Fruits of Life Childcare Centre

Inspection report for early years provision

Unique reference number

EY433822

Inspection date

27/02/2012

Inspector

Jane Shaw

Setting address

St. Josephs RC Primary School, Richmond Grove,
MANCHESTER, M13 0BT

Telephone number

07979290332

Email

fruitsoflifecc@googlemail.com

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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

Fruits of Life Childcare Centre is one of two privately-owned settings. It was registered in its current premises in 2011 and operates from the main hall, the dining hall and associated facilities within St. Josephs RC Primary School, Longsight, Manchester. There is also access to a secure outdoor play space. A maximum of 50 children may attend the setting at any one time. The setting also offers care to children aged five to 12 years. The club operates Monday to Friday from 3.15pm until 6pm during term time only. The club serves local schools and the local area and children attend for a variety of sessions.

There are currently 16 children on roll. Of these, five are under eight years. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are four members of staff, including the manager, who work directly with the children. Of these, two hold early years and playwork qualifications to level 3 and one has a level 2 qualification in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting creates a welcoming and inclusive environment. Staff know each child well and respect and value them as individuals. Children make suggestions about activities, contributing to planning and as a result, enjoy their time at the club. The variety of activities and experiences offered supports their achievement and enjoyment. Records, policies and procedures, support children's safety and welfare. Positive partnerships with parents, carers and other professionals are in place but these are not yet fully explored. Staff have identified the club's current strengths and areas for improvement, showing the capacity to improve, however, processes of self-evaluation are not yet fully developed.

What steps need to be taken to improve provision further?

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

- develop further systems for self-evaluation and reflection to effectively identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- develop further systems in order to maintain a regular two-way flow of information between all other early years providers which children attend to ensure continuity of care and learning
- enhance the systems for sharing information with parents and carers and involving them in their child's continuous learning and development.

The effectiveness of leadership and management of the early years provision

Staff have a clear knowledge and understanding of safeguarding policies and procedures and as a result, children's welfare is protected. Clear recruitment, vetting and induction procedures for staff, safeguard children's welfare. Staff ratios are good and they are effectively deployed in supporting children. Records, policies and procedures are well organised and support the efficient management of the club. Staff complete daily safety checks prior to children's arrival and the premises are secure. Fuller risk assessments are completed and reviewed on a regular basis. Fire drills are conducted on a regular basis. To ensure children's prompt responses, these are followed by a quiz to recap on the reasons for evacuation.

A satisfactory range of resources supports children's achievement and enjoyment. Equality and diversity is actively promoted as staff ensure all children are enabled to participate and have equal access to opportunities and resources. Staff communicate daily and at weekly staff meetings regarding activities, children's development and planning.

Self-evaluation is in its infancy. The owner/manager and staff team are aware of the setting's current strengths and areas for improvement and recognise the importance of further developing self-evaluation and informed discussion, to enable the club to improve the quality of provision for all children. Staff meet regularly, engage in twice yearly appraisals and access training and development opportunities as often as possible. This demonstrates the setting's commitment to continuous improvement.

Positive partnerships with parents and carers have been established. They have access to a good range of information within the setting. For example, they are made aware of the settings' policies and procedures and they have information about play work principles and the aims of the club. Parents and carers spoken to confirm their satisfaction with the setting. However, not all parents and carers are aware that they can view their child's development record. Staff have built appropriate links with other early years professionals and settings that children attend. However, these links have not yet been fully established in order to ensure a complementary curriculum and continuity of learning and care.

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

Children make steady progress in their learning and development as a result of the staff's sound knowledge and understanding of the learning and development requirements and how these meet play work principles. Staff undertake observations of children's progress and achievements and key persons complete developmental records. Staff use their observations of children's activities, skill development and consultation and suggestions from children to plan a variety of activities and opportunities. Children arrive happy and eager to participate. Children's behaviour is good. They share, take turns and play together well and

show consideration and respect for one another. Children make choices about their play, make suggestions about additional activities and as a result, they are becoming independent and active learners and make a positive contribution to their club and enjoyment. Warm relationships are evident between children and staff. Children learn about keeping themselves safe as they are reminded about the safe use of tools and equipment and personal safety through topics, such as, 'stranger danger' and 'what to do if lost'.

Children are developing a good understanding of healthy eating and healthy lifestyles, as they enjoy healthy snacks and access drinks at all times and are fully aware of the need for good hygiene routines, as they wash their hands before a snack and after using the toilet. These routines and procedures ensure a healthy environment. Snack times are social occasions where children from different classes and schools sit together engaging in conversation.

Children have opportunities to write and make marks as they draw and record their suggestions for additional activities and access books for independent reading. Children develop problem solving skills, count, match and sort as they use a variety of table top games. They have a wide variety of opportunities and resources to develop their creativity and imagination, for example, through craft activities and building three dimensional models in construction. Children have access to resources to develop their understanding of technology.

Children have opportunities to play outdoors and to participate in weekly fitness and football sessions and join in with other physical activities, such as skipping. Children are developing a good understanding of the wider world, as they celebrate a variety of festivals, such as, Chinese New Year and Australia Day. Activities and opportunities, staff interaction and commitment from both staff and children, clearly support the development of children's 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?	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	2
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

The quality of the provision in the Early Years Foundation Stage	3
--	---

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	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	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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