

# You & Me

Inspection report for early years provision

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**Unique reference number**

EY289006

**Inspection date**

13/03/2012

**Inspector**

Wendy Dockerty

**Setting address**

Demountable Building Oldfield Brow Primary School, Taylor  
Road, Altrincham, Cheshire, WA14 4LR

**Telephone number**

0161 926 8646

**Email**

**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

You & Me out of school club registered in 2004. It operates from a demountable building within the grounds of Oldfield Brow Primary School. It is situated in Altrincham, a suburb of Trafford. The facilities include a large playroom with doors leading to an enclosed outdoor play area and a role play and reading room.

The out of school club opens Monday to Friday from 3.15pm to 5.45pm in term time only and serves the school. The holiday care scheme opens Monday to Friday from 8am to 6pm during school holidays and serves the local community.

The club is registered on the Early Years Register and both parts of the Childcare Register. They may provide care for 35 children from three to eight years at any one time. Currently there are 20 children on roll in the after school facility, most of whom attend for a variety of sessions during the week. Three children in the early years age range currently attend at different times. There were no children in the Early Years Foundation Stage present during the inspection.

There is a bank of seven staff employed to work with the children, five of whom have a suitable childcare qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, welcoming and comfortable environment where their individual care and welfare needs are met. Appropriate observation, assessment and planning systems are in place to ensure children's progress within the Early Years Foundation Stage is supported. The majority of documentation is well-maintained, although some omissions in required paper work have an impact on the welfare of the children. The staff team are aware of their strengths and they have identified some areas for development, which reflects their commitment to continuous improvement.

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

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

- ensure there is a procedure to be followed in the event of a parent failing to collect a child at the appointed time (Safeguarding and promoting children's welfare).
- 13/03/2012

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

- improve the risk assessment by keeping a record to demonstrate that a review has been held and sign it.

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

Children are protected from harm and procedures are in place to ensure their safety within the setting. Safeguarding procedures are known by staff and a written policy is in place and available to parents. The manager has attended training in child protection and staff are vetted to ensure they are suitable to work with children. Daily checks of the premises and equipment are carried out by the manager and staff to protect children from potential hazards. Overall, risk assessments have been carried out, but there is a weakness in recording them. Daily checks are not always carried out in advance of children accessing the facilities, for example, before using the outdoor area. This impacts on children's health and well-being.

Effective partnerships with parents mean that information regarding children's individual care and learning needs are known and catered for. Parents are welcomed into the setting each day when collecting their children and they have the opportunity to speak with staff regarding any concerns. Information is displayed on the notice board regarding the general routines of the setting, and the complaints policy and contact details for Ofsted are available for parents. Further policies and procedures are available on request which parents are made aware of. However, there is no policy in place for the procedure to follow should a child not be collected from the setting at the appointed time. This is a specific welfare requirement and has an impact on children's welfare.

The out of school setting values each child's individual background and encourages children to share their news and celebrate special events in children's home lives. The setting has developed links with outside agencies and professionals in order to provide support for individual children when required. Partnerships are in place between the out of school group and the teachers at the school and nursery where children also attend. This enables staff to liaise effectively and provide continuity in children's care and learning.

A formal self-evaluation document has enabled the out of school facility to reflect on their provision, however, this is not readily available on site to be shared and updated as and when appropriate. Staff and parents have an opportunity to contribute to the evaluation process and the setting is aware of their strengths. Areas for development have been identified, such as the use of the outdoor area and improvements in resources are currently in progress. The recommendations raised at the last inspection have been addressed.

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

Children between the ages of three and eleven years attend the setting after school during term-time and at the full day holiday club during school holidays. Children attend for a variety of sessions, and the provision ensures all children have appropriate resources and activities provided. Children are brought to the warm, bright and attractive out of school facility by staff who collect them from the adjoining school. They demonstrate that they are comfortable and relaxed as they know the routines and happily join in. After a chance to sit calmly together and share any news from the day children are given the choice of what they want to do. The provision is set up to allow children free access to a wide selection of resources and further toys are available on shelving which is clearly visible to children who can ask for whatever they choose.

Younger children enjoy spending time in the well-resourced role play area. They dress and care for the dolls, make drinks and food in the pretend kitchen and develop their imagination and creative play. A reading area is also available for children to select from the books on offer. Children develop their writing skills by using the chalks at the easel or by helping themselves to pens, pencils and paper. Occasionally, staff plan creative activities, such as painting and arts and crafts, although they are aware that currently children prefer to play with the games and toys available. This means they follow children's current interests. Children have access to various computers and games consoles which they are encouraged to share. As they take turns children chat about the game and staff remind them when they have played for long enough at the computer. Other opportunities to develop their knowledge of information and communication technology are available through different games consoles and in the role play area.

Children who are within the Early Years Foundation Stage attend at different times, although none were present during the inspection. Staff have a working knowledge of the six areas of learning and ensure that appropriate resources, activities and support is available for these younger children. Each child in the early years age group has an individual observation file. One staff member works more closely with these children in order to develop a clear understanding of their individual learning needs and preferences. Observations and assessments of children's development are recorded and staff identify next steps in their learning which are considered when providing future activities.

In better weather children have free access to the outdoor area for most of the session. Staff prepare a selection of resources for the outside area which are stored near to the exit for children to select from. Children choose from balls, hoops and skipping ropes before rushing outside to play on the large, grassed area. Staff supervise the children effectively outdoors and join in with large group games in order to maintain children's entertainment and enjoyment. Children return inside only when it is time for snack, as they all sit together at tables and enjoy the social occasion this provides.

Children learn the importance of personal hygiene through daily routines, such as

washing hands before eating. Staff provide a positive role model as they clean the tables before and after use. Children develop an understanding of healthy eating as they enjoy nutritious snacks, such as soup and crusty bread followed by mixed fruit salad. Drinks are readily available for children and staff are aware of children's individual dietary needs or allergies. Children celebrate a variety of festivals and access a range of resources which reflect positive images of diversity. They begin to learn about keeping themselves safe as fire drills are practised at the out of school group. In addition, staff remind them of appropriate behaviours to keep themselves and others safe. For example, not to stand too close to others when playing with the hoops and skipping ropes, and to stay within the designated area when outside.

## 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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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