

Fisherfield Farm at Caldershaw Primary

Inspection report for early years provision

Unique reference number EY314784
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Inspector Eileen Sharma

Setting address Caldershaw Primary School, Edenfield Road, ROCHDALE,
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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

Fisherfield Farm out of school scheme has been registered since November 2005. It operates from Caldershaw Primary School, in the Rochdale area of Lancashire. The club operates in the main hall, a self-contained dining area and a music room. In addition the children have access to the school playground and a smaller enclosed outdoor area. It serves children who attend the school. The facility offers before and after school care and is registered for 70 children. It is open from 7.45am to 8.45am and 3.30pm to 6pm, Monday to Friday, term time only. Currently there are 94 children on roll who attend for a variety of sessions. There are seven children on roll in the early years age group. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The club employs four members of staff, three hold appropriate childcare qualifications at level 3 and one has a level 4 qualification. The club achieved a 'Healthy Grin Award' and 'Investors in People Award' in 2011.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The highly motivated and enthusiastic staff team provide a welcoming, relaxed and stimulating environment for the children. Children are safe and secure in this after school club because there are excellent systems in place to ensure that children are safeguarded. Staff provide a broad range of experiences and resources ensuring that children are making, overall, good progress towards the early learning goals. The partnership with the school is a key strength and is significant in the continuity of care and education. Regular self-evaluation by the manager and staff team ensures that priorities for development are identified and acted upon.

What steps need to be taken to improve provision further?

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

- build on the information gathered from parents to include the starting points and interests of children.

The effectiveness of leadership and management of the early years provision

The manager and staff demonstrate a secure understanding of their role and responsibility with regard to safeguarding children. There is a robust recruitment and induction procedure in place, which ensures that all adults who are employed are checked for their suitability and trained to a high standard. Consequently, children are very well protected. Comprehensive policies and procedures are implemented consistently. Risk assessments are written and implemented to an exemplary standard, this means that children are able to move safely and freely around the club. Fire drills are practiced regularly and children know what to do should they need to evacuate the premises. A clear equality and diversity policy outlines a good commitment to promoting inclusive practice. Staff value each child's contribution, as a result, of this children are confident and secure in the club.

Staff are particularly well supported by senior managers, who regularly conduct internal audits to monitor and review practice. Views of children, parents and the host school inform the self-evaluation and there is a clear commitment for using these to make certain that areas for on-going improvement are addressed. For example, twice yearly child and parent questionnaires have helped to ensure that the interests of the children are followed. The premises are shared with the school and there are many good quality resources on offer. The children have direct access to an extensive well-resourced outdoor play area.

The staff team demonstrate excellent day-to-day partnership working with the host school. Staff make time to ensure that topics are carried through from the school to the club. They liaise with teachers within the early years department regarding progress and common goals for children. This enables staff to complement and extend learning well. Staff work well with parents to ensure that children's individual needs are met, on enrolment parents share information relating to their child's health and safety requirements. However, information regarding interests and starting points are not always shared. Parents express a high level of satisfaction with this club. They confirm that that children very much enjoy attending.

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

Children are enthusiastic learners and take a lively interest in the experiences on offer in the club. They demonstrate good levels of concentration and the supportive atmosphere enables them to freely express themselves. Staff demonstrate a good understanding of the Early Years Foundation Stage and implement it well. Staff observe children and record their progress through photographs and narrative, carefully planning their next steps. Activities are

planned based on children's interests and a wide range of stimulating experiences promote children's learning and enjoyment. Imaginative play is fostered and encouraged with staff skilfully supporting learning. For example, children in the role-play area work cooperatively to develop a cafe, planning and writing menus, making food out of play dough and serving it to each other.

Relationships within the club are warm and caring. Consequently, children are very well behaved and they know what is expected of them. Older children within the group take a particular interest in supporting the younger members. For example, older children can be seen supporting and teaching younger children the rules of cricket. This is because the staff model a caring, supportive approach to learning.

Children develop good communication skills through discussion and staff take time to listen to their ideas. For example, children confidently plan a talent show for their end of term celebration. They are encouraged and praised for their individual skills and talents. Reading and writing materials are available in many areas, including the outdoor area. Children select age appropriate stories that staff read to them enthusiastically, supporting literacy skills and encouraging a love for reading. Children also access electronic equipment to encourage their awareness of technology, positively developing their future skills. Children play confidently with board games and puzzles. Children develop positive attitudes towards diversity, taking part in activities linked to various festivals.

Children develop a positive attitude towards physical exercise due to the wide range of activities provided. These include football, cricket and traditional skipping games. Children understand the importance of hand washing before meal times and thoroughly enjoy the social experiences of eating together. They demonstrate very good table manners because adults provide positive role models, initiate conversation and re-enforce appropriate behaviour. Meals are varied and healthy and children choose from a range of healthy options and self-serve vegetables and drinks. They can express knowledge of what keeps them healthy and safe because staff have a very high regard for the well-being of the children in their care.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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