

Old Trafford Community School

Inspection report for early years provision

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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*.

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Description of the setting

Sanyu Daycare operates from Old Trafford Community School in Old Trafford, Manchester. The early years centre and wrap around care provision opened in 2005 and operates from four ground floor rooms. All children share access to a secure enclosed outdoor play area. The facility is open from 8am to 6pm for 50 weeks of the year.

Sanyu Daycare is registered by Ofsted on the Early Years Register. A maximum of 92 children in the early years age group may attend, of these not more than 24 may be under two years at any one time. There are currently 72 children on roll. The setting supports children with special educational needs and/or disabilities and who speak English as an additional language.

There are 13 members of staff employed to work with the children. The manager holds Early Years Professional Status and is supported by well qualified and experienced staff. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in a highly stimulating environment where overall they make outstanding progress in their learning and development. Staff use their exceptional knowledge of the Early Years Foundation Stage to plan exciting activities which encourage children to become inquisitive and active learners. Partnerships with parents and other agencies are exemplary and ensure that the needs of all children are met and continuity of care is maintained. Children play and learn in a safe environment. However, the level of first-aid training staff hold does not currently meet statutory requirements and this impacts on the overall quality of the provision. The management and staff are committed to the ongoing development of the setting in order to improve outcomes for all children in their care.

What steps need to be taken to improve provision further?

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

- complete appropriate paediatric first aid training which is approved by the local authority and is consistent with the guidance set out in the Practice Guidance for the Early Years Foundation Stage. (Safeguarding and promoting children's welfare) 04/05/2012

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

- develop further systems to review and monitor the provision so that areas for improvement are clearly identified.

The effectiveness of leadership and management of the early years provision

Staff are knowledgeable about local safeguarding policies and have effective procedures in place to manage any concerns they have about children in their care. Robust recruitment procedures, including interviews and appropriate background checks, together with regular supervision, appraisals and staff meetings, mean that staff remain suitable for their role. Thorough risk assessments and daily checks are effectively used by staff to ensure that the environment is safe. This means that children can enjoy playing and learning without fear from harm. Staff hold first aid qualifications, however, the level of first aid training is not consistent with the criteria and guidance set out in the Early Years Foundation Stage. This is a breach of a legal requirement and consequently, has impacted on the overall inspection judgement.

Outcomes for children's progress in relation to their starting points are excellent. They clearly thrive in the vibrant environment where high quality resources contribute significantly to their learning and development. Staff are highly qualified and knowledgeable about the Early Years Foundation Stage and use this effectively to support children in their learning. Children are able to freely access inspiring and exciting opportunities, and this helps them to become independent and active learners.

The manager is enthusiastic and passionate about improving outcomes for all children in her care. She is supported by a skilled and dedicated team who share her vision for the future. Self-evaluation involves all staff and together they diagnosis areas of strength and areas of development. Methods to review and measure impact of actions are in place; however, plans to improve this procedure are not yet fully implemented.

Partnerships with parent and carers are outstanding. Parents and carers are heavily involved in decision-making and are well informed about their children's learning and development at all times. They offer very positive feedback and are especially pleased with the progress their children make. Commitment to partnership working is evident as staff provide an abundance of information and guidance about how parents and carers can support children's learning at home. For example, notice boards give advice about cost effective or free activities, or visits that will enhance children's learning. Partnerships with external agencies and other providers are exemplary. Well established channels of communication significantly contribute to a co-ordinated approach and consequently, individual children are exceptionally well supported.

A major strength of the setting is the high regard given to equality of opportunity. Staff have an excellent knowledge of each child's background and needs and this contributes substantially to promoting children achievements. Sensitive support is

given to children who have learning difficulties and/or disabilities and those for whom English is an additional language. Staff readily adapt activities to ensure that all children can access them, and therefore, children are fully included in the life of the setting at all times.

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

Children are nurtured and thrive in a highly stimulating environment where they make excellent progress with their learning and development. Staff provide infinite learning opportunities for children to follow their own interests. For example, children are thoroughly absorbed in constructing a water course with bamboo guttering. They carefully place pieces together and show great delight as water successfully trickles through and splashes on the ground. This demonstrates that children are becoming inquisitive and independent learners. Children's communication skills are fostered well as staff use a variety of methods to ensure every child can be understood. For example, picture cards and gestures are used to support verbal communication. The environment is rich with different texts, and children have plenty of opportunities to practise early literacy skills as they use chalks, pens and crayons.

They use remote control toys and other interactive resources; this means children are developing an understanding of technology which will support their future learning. Staff make good use of excellent observations. They use the Early Years Foundation Stage to track children's progress and ensure that children's next learning steps are included in future planning. A highly effective balance of adult-led and child-led activities allows children to express themselves and show enthusiasm for their own learning. For example, staff led an activity investigating different types of houses. This promoted children's interest and they eagerly looked forward to visiting their local area to look at buildings.

All children show they are secure and develop a sense of belonging to the setting. They move around the setting with great confidence, accessing both inside and outside areas independently. This means they feel safe and are able to follow their own interests. Children ride bikes and use equipment, showing consideration for their own and others safety. Staff promote healthy lifestyles by offering healthy foods and enhancing children's learning through discussions and activities. A recent review of menus has had a significant impact on the diets of all children in the setting. All children enjoy as much time as possible outside where they can move around freely, climb, ride bikes and kick balls. This means that they are gaining a secure knowledge that regular exercise is an important part of maintaining a healthy lifestyle.

Children display excellent behaviour in the setting because skilled staff consistently use age appropriate strategies to support children's understanding. Children work exceptionally well independently, and with their peers, showing excellent negotiation and co-operation skills. For example, a child engrossed in his investigations at the water tray happily shared his play things and encouraged

others to join in his play. All children are valued and thrive in an environment that reflects their own and the wider community. This is because staff have a thorough understanding of, and value, diversity. Consequently, children are confident, show high levels of self-esteem and are building excellent skills for their future learning and development.

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	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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