

Zigzags @ St Patrick's Ltd

Inspection report for early years provision

Unique reference number	EY332753
Inspection date	02/04/2012
Inspector	Sandra Harwood
Setting address	St Patrick's Primary School, Radnor Drive, SOUTHPORT, Merseyside, PR9 9RR
Telephone number	07515 964306 or 07841 867912
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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

Zigzags @ St Patrick's Ltd. has been registered since 2006 and is operated by a Limited Company. The club operates from the school hall and a classroom, within St Patrick's Primary School, which is situated in the Churchtown area of Southport. All the children have access to a fully enclosed outdoor play area.

The out of school club is open Monday to Friday 7.30am until 9am for breakfast club and from 3.30pm until 6pm for after school club during term time. A maximum of 40 children aged four to eight may attend at any one time. There are currently seven children who are within the Early Years Foundation Stage. The club supports older children from the school.

The setting employs three staff, all of whom hold recognised level 3 play work qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well organised welcoming environment ensures the children are happy, settled and participate in the activities on offer. They make good progress and achieve well in their play. The setting works closely with the school and parents to ensure that all children's individual needs are met. All relevant documentation is in place, this ensures the effective, secure management of the club. Generally systems for self-evaluation are sound; this demonstrates a suitable capacity to maintain improvement.

What steps need to be taken to improve provision further?

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

- further develop self-evaluation to prioritise areas for development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded by effective recruitment and vetting procedures and staff have a good awareness of safeguarding issues. As a result they fully understand their role in safeguarding children and the procedures to follow should a concern arise. Daily and annual risk assessments are completed to ensure children are continually cared for in a safe environment. Children take part in regular fire evacuation practice this develops their understanding of keeping safe.

Links with parents and carers are strong. Parents and carers are very happy with the provision on offer and they express their praise for the staff and setting. Their views are sought through a suggestion box and questionnaires. In addition staff

chat to parents when they are collecting their children and this is a useful time for sharing concerns or discussing any issues informally. The staff have established effective communication with the school in which it is based. A communication book and verbal conversations ensures important information is passed from the teachers to the setting staff. Staff are aware of the importance of developing links with other agencies and professionals to support children's individual needs.

All children have equal access to all opportunities and resources, as a result, inclusion is positively promoted. Staff are deployed well to ensure that children are supervised at all times. The use of 'walkie talkies' ensures communication between indoor and outdoor provision effectively supports children's safety. Parents, children and staff contribute towards evaluation. New monitoring forms for the self-evaluation process are in the early stages of development. The club works closely with the quality worker and has implemented previous recommendations, which has improved the learning opportunities for children. The staff regularly evaluate activities to improve outcomes for children, this demonstrates a suitable capacity to improve.

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

Staff provide a wide range of play activities and opportunities that provide fun experiences for the children in their care. As a result, the children are busy and actively interested, engaged and occupied. The children access resources freely. This enables them to initiate their own ideas and extend their play, helping to develop choice and independence. Children make a positive contribution to the club by making decisions about activities, layout and new resources, which effectively supports the development of their skills for the future.

Children enjoy the craft area as they develop their creative skills by using a range of materials. Children make bracelets and snakes from beads, while others make rabbits for Easter, the staff sit with the children and chat as they create their art work. In the quiet area children listen to story tapes as they relax with friends after a busy day at school. Children develop a good understanding of the wider world as they celebrate festivals and create colourful displays of different cultures and countries. They have good opportunities to develop physical skills as they have access to a large well equipped outdoor area. Children are developing a good understanding of a healthy lifestyle as they have nutritious snacks and continuous access to fruit and drinks. Their knowledge and understanding of food and its source is successfully developed through a garden area to grow vegetables.

Planning is flexible and follows the children's interests. The key worker uses her observations of the children to inform the planning for their next steps and to offer appropriate resources and activities, which ensures that the children build successfully on their learning. The children invite staff into their play and are confident to ask for support when they need it. Children are developing an awareness of responsibility within the setting as they help prepare the table for snack time. Children behave well in the setting as the staff are positive role

models. They know and understand the boundaries and follow the rules they agreed together. Older children have a positive impact on the younger children as they sit together and chat as they use the 'moon' sand. They also offer help; for example, with making Easter baskets.

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	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

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	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

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