

More For All

Inspection report for early years provision

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Inspector

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Setting address

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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

More For All was registered in 2001. It is privately owned and operates from the nursery building and a portacabin within the grounds of Moor Allerton Preparatory School. The setting also has use of the school hall. The club is based in the Didsbury area of Manchester. Children have access to an enclosed outdoor area adjacent to the nursery building and to part of the main school playground.

The club operates during all school holidays except Christmas. Opening hours are from 8 am to 5.30 pm, Monday to Friday. The club supports children with special educational needs and children for whom English is an additional language. Priority is given to children who attend the school. There are occasional places available for children within the local community.

The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 50 children may attend at any one time. There are currently 12 children attending who are within the Early Years Foundation Stage. The club also offers care to children aged over five years to eight years.

The club employs two managers and three staff members, who all hold appropriate early years qualifications. The manager holds qualified teacher status. The club receives support from the local authority and has close links with the school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting promotes children's welfare and learning well. Effective systems are in place to ensure that all children's individual needs are met and policies are detailed and generally accessible. All staff display a good knowledge of the Early Years Foundation Stage, and this underpins the positive outcomes achieved for children. Consequently, children are happy and secure in the inclusive, welcoming and well resourced environment, where expectations are high. There are good partnerships with parents, who are consulted and kept well informed of their children's daily routine, care and learning. Positive links with the on-site school promotes good continuity of education and care. Systems are in place for self-evaluation, enabling managers to monitor the provision; however, staff are not regularly involved in keeping this up-to-date so that they frequently review their practice.

What steps need to be taken to improve provision further?

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

- use self-evaluation more effectively by involving all staff in regularly reviewing practice and planning improvements.

The effectiveness of leadership and management of the early years provision

Staff show a good understanding of safeguarding issues and are confident in their role and responsibility to protect children in their care. They record any incidents and events that occur outside the club. The manager is constantly reviewing the setting's safeguarding practice and staff keep up-to-date with child protection training. Furthermore, all staff are vetted and are vigilant regarding children's safety. The premises are very safe and secure and, both inside and outside, are subject to rigorous risk assessments. This is followed up by the site manager of the school, which further enhances children's safety.

The environment is bright and stimulating and children's well-being is significantly enhanced by the very good organisation of rooms, both throughout the self-contained building and within the other areas children use. This enables children to actively participate in a very good range of learning opportunities and experiences which foster their initiative, independence and confidence. A wealth of resources are accessible and support learning extremely well. Additional funding sought by the manager contributes to the purchase of new indoor and outdoor toys and equipment in the club. The qualified and well-established team are deployed effectively, allowing children to confidently move around their play areas. The manager values the enthusiastic staffing team, who continually strive to improve the good service they offer. They attend a wealth of training and short courses to further develop their knowledge of the Early Years Foundation Stage. Furthermore, the manager strongly encourages and supports staff through robust appraisals and peer observations.

Written policies and procedures are detailed and promote children's health, safety, achievement and enjoyment. Most documentation is available on the desk of the holiday club reception area, although this is not organised in a way that makes it easily accessible to parents. All the staff are skilled in ensuring that a fully-inclusive environment makes parents and children feel secure and welcome. They work really hard to adapt activities, and this ensures children with additional needs and disabilities are able to fully participate.

Parents speak extremely highly of the club and are enthusiastic about being asked to contribute to their children's learning and fun. They are kept well informed through a very informative notice board, plus information in the school newsletter, and questionnaires are used to gather their views. Furthermore, the head teacher and nursery staff of the host school work closely with the club, which strengthens partnership working and provides continuity in care and education, so that better outcomes are achieved for children. There are good systems in place to work with other professionals and outside agencies. For example, staff act quickly on their suggestions for further enhancing practice. The club implements a self-evaluation process, with an action plan, that helps them to monitor the service they provide.

However, this is not updated regularly and not all staff are involved in the process.

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

Staff have a good understanding of the Early Years Foundation Stage and make clear plans to ensure children learn in all areas. Children enjoy a good balance of child-initiated and adult-led activities, and a key worker system is organised throughout holiday times which takes into account children's individual learning needs. Staff skilfully observe children during play and use this to plan suitable next steps in learning. Furthermore, they challenge children in all areas of their learning throughout each play session and use good systems to track children's development. Young children are helped to settle into their new surroundings and suggestions boxes are placed around the club to gather and monitor children's ideas and views.

There is a strong emphasis placed on independence and children are encouraged to access their own drinks, help out at snack times and tidy away their toys after they have finished with them. They are encouraged to make friends and play well alongside their peers. Children use programmable toys and a computer from a very early age. They are extremely eager to talk to visitors and explain, with great delight, about their positive experiences at the club. They also thoroughly enjoy a wealth of different cultural celebrations, which give them a strong awareness of diversity. Baking activities allow children to sample foods from different cultures and talk about different countries. Children attend a wealth of trips to places of interest during the school holidays.

Children learn that print has meaning because they have very good opportunities to see examples of every day print. All toys are well labelled and enable children to freely choose what they want to play with. There are lots of opportunities for making marks in all play areas, for example, shopping lists in the home corner and travel agents. A wealth of games and puzzles helps children to recognise colours and numbers and they have access a wide range of craft materials. For example, they glue and stick to create a wall frieze and make book marks and Easter chicks. Children use nature trails to collect natural materials, such as conkers, cones and leaves, and enjoying using these in a collage. They extend their creativity as they become engrossed in dressing up and small world play. Their physical skills and coordination are well promoted as the staff encourage and provide good opportunities for outdoor play and exercise. They have opportunities to climb and balance using large equipment, ride on the bikes and participate in team games in the outdoor play area.

Children's health is well promoted. The premises are clean and discussions take place about the importance of washing hands and hygiene, which helps to develop children's awareness of the concepts of effective routines. As a result, good hygiene is demonstrated by both children and staff as they participate in activities during good health week. Children enjoy healthy snacks and staff work closely with

families to promote healthy lunch boxes. Furthermore, a trip to the health food shop in the community has been used to widen children's knowledge about a healthier lifestyle. Children have access to drinks at all times to keep them hydrated, both inside and when playing outside.

From an early age children learn the importance of sharing and taking turns. Children behave well because staff constantly use praise and distraction and keep them stimulated throughout the session. They set good examples and encourage children to be considerate. For example, they encouraged children to write thank you letters in relation to a recent trip. Children are encouraged to keep themselves safe when out on trips and follow strict instructions and guidelines. They are constantly reminded to be careful when playing outside and a wealth of activities, based around road safety and stranger danger, reminds children of safety issues. A detailed fire policy is displayed and children regularly practise the fire drill, so that they know what to do in an emergency.

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