

St Marys C E School

Inspection report for early years provision

Unique reference number EY432702
Inspection date 02/05/2012
Inspector Jennifer Kennaugh

Setting address High Crompton St. Marys C of E School, Rushcroft Road,
Shaw, OLDHAM, OL2 7PP

Telephone number 01617 708309

Email

Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The setting is one of several clubs owned by Squirrels Childcare Ltd and was registered in 2011. It operates within St. Mary's Church of England School, in Shaw, Oldham. The club is accessible to all children and there is a fully enclosed area available for outdoor play.

The club is open from 7.30am to 9am and 3.30pm to 5.45pm in term times and from 7.30am to 5.45pm in school holidays. Children are able to attend for a variety of sessions. A maximum of 28 children may attend the club at any one time. There are currently 16 children on roll, of whom eight are in the early years age range. The club is registered on the compulsory and voluntary parts of the Childcare Register, as well as the Early Years Register.

The club employs two members of staff, who are both qualified to level 3 in childcare, and is able to draw on suitable additional staff from other Squirrels settings, if needed.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy a variety of indoor and outdoor activities at the club, and motivated staff provide effective support for their personal and social development, interests and welfare. Most areas of the Early Years Foundation Stage are well provided for, so that outcomes for children are good. Effective links are maintained with the host school to enable staff to complement what children learn, and promote continuity of care in an inclusive environment. There are strong partnerships with parents who receive suitable information about children's care and activities. Documentation is well maintained to ensure the safe and effective running of the club, especially with regard to observation and planning. The club shows a strong commitment to continuous improvement through self-evaluation.

What steps need to be taken to improve provision further?

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

- support children in using a range of information communication technology equipment
- develop further the effective use of the outdoors, especially the local neighbourhood.

The effectiveness of leadership and management of the early years provision

Children are well protected in the setting because all staff have been trained in local safeguarding policies and there are effective procedures in place to manage

any concerns they may have about children in their care. All staff are appropriately vetted for working with children and procedures for recruiting and inducting new staff are good, so that children are cared for by suitable adults. Risk assessments are thorough so that areas used by children are safe and regularly checked. All statutory documentation required for the safe and effective management of the setting is in place.

Staff deploy themselves well to support children and engage them in sustained talk to develop communication skills. The staff are knowledgeable about the Early Years Foundation Stage and this means that children have good outcomes in complementing their learning from other settings. Skilful use is made of the large enclosed outdoor play area and its resources to promote exercise as part of a healthy lifestyle. Strong emphasis is placed on children being able to choose activities, and staff have developed efficient ways for children to access this, because resources are not stored in the rooms used by the club.

Effective use is made of support from the local authority and this enables the setting to make improvements to its practice, enhancing outcomes for children. The manager uses a self-evaluation form to monitor strengths in practice and those that can be developed.

The setting has strong partnerships with parents and keeps them well informed about their children's care and routine on a daily basis. It seeks information from parents when children join to inform planning and meet individual needs. A notice board in the entry area displays information for parents about the setting, activities that children have experienced and about child protection. There is also a display about the Early Years Foundation Stage to help parents support their children's learning. Parents' views about the provision are regularly sought to inform the self-evaluation process and they are enthusiastic in their praise of the club, especially the range of activities provided. The setting has good links with the host school to share information about observations and children's achievement. Children's views are sought frequently about activities, giving them a voice in the setting. Staff are aware of the need to adapt practice and activities to meet individual needs to be inclusive. Thorough policies and procedures support the setting's good practice in promoting equality and diversity.

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

Staff provide a routine to promote a feeling of security, and help children to settle. They have very good procedures in place for security when parents or carers come to collect children to ensure children's safety. Good practical measures, such as, regularly practising the emergency evacuation and having both staff trained in paediatric first aid contribute to helping keep children safe. Children's contact details are kept immediately accessible to staff when the club is operating, in case parents or carers need to be contacted.

Children can opt to play outside after the afternoon snack in order to include exercise in a healthy lifestyle. The staff provide a variety of resources when

outdoors, including for construction, small world play and painting to develop children's fine, physical and creative skills. Staff organise games for groups of children using the playground markings, to promote good social skills and children especially enjoy demonstrating their proficiency in counting in Spanish during one of these. Children happily play alone and together, on wheeled toys, climbing equipment and at various ball games. Any minor disputes are skilfully solved by staff, who role model good solutions for them, extending children's personal and social development. Some use is made of the local park, although other resources in the neighbourhood are not currently used. There are few opportunities to access information communication technology, which can limit developing these aspects of knowledge and understanding of the world. Staff are flexible in their approach to planning and use spontaneous events, such as, snowfall to enrich children's play experiences. They record detailed observations of children's play and talk, using them well to plan inclusive activities. Observations are across all six areas of learning and are linked to age ranges and early learning goals from the Early Years Foundation Stage Practice Guidance, so that records complement ones made in other settings that children attend.

Children can select from several healthy cereals and toast with milk, water or dilute juice as drinks at breakfast. Afternoon snacks are based around fruit and children also enjoy sandwiches made from pitta bread. Fruit and water are always available to encourage a healthy diet. Staff are competent at handling food and maintaining a clean environment so that risk from infection is minimised. Children are supervised to wash their hands, before their snack, to maintain appropriate personal hygiene.

Children are confident and talkative with staff, showing that they feel safe and secure. They make a positive contribution by taking on small responsibilities, such as, giving out plates and cups. Many children show a high level of awareness of others at this time and try to make sure that everyone gets their choice of colour. Striking artwork by children is displayed on two notice boards, to give them a sense of ownership and belonging. Activities are planned to celebrate several festivals, including Chinese New Year and Christmas, using craft, books, food and painting, so that children are aware of special times in their own culture and those of others, to promote diversity.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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