

Little Cherubs

Inspection report for early years provision

Unique reference number	501480
Inspection date	13/06/2012
Inspector	Barbara Wearing
Setting address	Little Cherubs, Broadstone Hall Primary School, Stockport, Cheshire, SK4 5JD
Telephone number	0161 432 1916
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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

Little Cherubs at Broadstone Hall Primary School is one of two privately owned out of school clubs. It was registered in 1998 and operates from the designated club room, school hall and associated facilities. There is an enclosed outdoor area for outside play. The school is located in the South Reddish area of Stockport. The club cares for children who attend the host school and is open each weekday from 3.15pm to 5.45pm during term time only. A maximum of 30 children under eight years may attend at any one time. The club currently takes children from three years of age and also offers care to children aged eight years to eleven years. There are currently 43 children on roll, of these 40 are under eight years and of these seven are within the early years age group. The club supports children with special educational needs and/or disabilities. The club is registered by Ofsted on the Early Year Register and the compulsory and voluntary parts of the Childcare Register.

There are four members of staff who work directly with the children. All of whom hold a suitable qualification at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children have fun and make steady progress as they access the wide range of activities on offer to them. Appropriate links are established with parents and carers and other early years staff who work with the children at school. Children are treated with care and respect and there are mostly effective systems in place to ensure their needs are met. Staff are keen to continue to improve the provision for children and have identified some areas for further development, although continued self evaluation is in its infancy. Children's safety, welfare and health are mostly well considered.

What steps need to be taken to improve provision further?

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

- ensure that each child is assigned a key person. 27/06/2012
(Organisation)

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

- promote further the good health of children by including more healthy and nutritious snacks
- develop and build on the systems for monitoring and evaluation of the early years provision in order to further drive and secure improvement.

The effectiveness of leadership and management of the early years provision

Staff have a sound knowledge of the local safeguarding procedures. They know when and how to report concerns to their line manager or relevant agencies as appropriate. Children's safety and well-being is promoted as the required policies, procedures and records are in place and implemented well. Regular written risk assessments ensure that hazards are identified and action is taken to reduce the risk of accidental injury. Effective recruitment and vetting procedures ensure that staff are suitable to be working with children and have appropriate qualifications and experience.

Children have access to a varied range of activities and resources that are easily accessible to them within the designated club room. Staff are deployed well to enable children to take advantage of a wider range of resources within the school hall, outdoor play area and computer room. Partnerships with the host school are satisfactory, enabling the club to compliment children's experiences within school. The staff team build close relationships with children and value their individual personalities and meet their needs. However, all children in the early years group have not been assigned a key person. This is specific legal requirement of the Early Years Foundation Stage which has not been met.

Staff have begun the process of self-evaluation and there is a shared commitment to continue to develop the club further. They have identified accurately some areas to prioritise for further development. However, self-evaluation is uneven in rigour and does not clearly enough identify all areas for improvement and does not routinely include the views of parents and carers. Parents are informed of the club's policies and procedures and information is shared with them regarding their children's progress. Feedback from parents is positive. They feel their children have fun at the club and find the staff approachable.

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

Planning is based around topics covered within the early years provision at the host school and incorporates all areas of learning. Staff gather regular observations of what children do and build on their interests and skills. Children have some opportunities to share their ideas and contribute to the planning and therefore they enjoy their time at the club. Staff interact closely with children, supporting their steady progress in their learning and development.

Children arrive happily and enjoy each other's company. They have appropriate opportunities to develop their self-help skills and independence and enthusiastically make choices from the varied selection of activities available to them. They are developing an awareness of rules and routines that keep them safe and promote their health. For example, they know and understand that only adults are to open the front door and that they do not have sweets within the club. Children mostly behave well and are gently reminded of the rules when appropriate. Staff are positive role models to children and encourage them to treat each other with care and respect. Children with special educational needs and/or disabilities are supported well. Therefore, they are fully included in all aspects of the provision.

Children learn about similarities and differences within society as activities and resources reflect positive images of diversity.

Children communicate confidently throughout the session. They talk about events during the day, make requests and plan their play. Children enjoy role play and easily chat about what they are going to do and negotiate roles. There are opportunities for children to practice their mark making and writing skills within different areas of the room. For example, children have designed menus for a cafe area.

Children explore a range of different materials as they plant and grow seeds, explore shaving foam and make play-dough. They develop mathematical concepts as they help to measure out the ingredients for the play dough and are encouraged to use their senses to explore ingredients.

The extent to which healthy lifestyles is promoted is adequate. The club provides snack and drinks for the children which they enjoy. However, at times these include processed foods such as meat paste and processed cheese. Children have daily opportunities to be active and develop physical skills as they play outdoors and in the school hall. Overall, children are confident, happy and are developing an appropriate range of skills and knowledge for their future.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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