

Lamesley Childcare at St Andrews Church

Inspection report for early years provision

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Inspection date	04/04/2012
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Setting address	St. Andrews Church Hall, Lamesley, GATESHEAD, Tyne and Wear, NE11 0EU
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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).

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

Lamesley Childcare opened in 1992 and operates from two main rooms in St. Andrew's Church Hall in the centre of Lamesley, Gateshead. Children also have access to an enclosed outdoor play area. Lamesley Childcare offers a holiday play scheme at this provision, which is open Monday to Friday from 8am to 6pm during school holidays. They also operate before and after-school care at four other provisions in the Gateshead area.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 52 children under eight years may attend at any one time, all of whom may be in the early years age range. There are currently 45 children on roll aged from three to 15 years. The club cares for children with special educational needs and/or disabilities.

There are 30 members of staff who work across the five settings, over half of whom hold play work and early years qualifications to levels 2 and 6. One member of staff holds a degree in play work.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time in the setting and overall they are kept safe and are well cared for by experienced and dedicated practitioners. Effective partnerships with parents, other agencies and local schools help to meet children's individual needs. Staff know the children well and provide a range of experiences and resources that contribute to their learning and development. Regular self-evaluation is effective in identifying strengths and weaknesses and addressing areas for development.

What steps need to be taken to improve provision further?

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

- accurately record regular fire drills to identify and resolve any problems and to ensure all staff are aware of evacuation procedures
- develop planning to show how each child's learning and development is supported.

The effectiveness of leadership and management of the early years provision

Good systems are in place to safeguard and protect children in the setting. Robust recruitment and vetting procedures ensure that children are cared for by suitable and qualified staff. Risk assessments ensure children's safety both in and out of the premises, and daily safety checks maintain a safe environment for adults and children. However, fire evacuation log records do not fully demonstrate that

regular drills are being carried out to ensure that new staff and children are aware of the procedures to follow. A comprehensive range of policies and procedures are in place and shared with parents and staff. Effective self-evaluation supports the team to identify strengths and weaknesses, and action plans are shared at regular meetings. Feedback from parents and children is used to improve the activities and service.

An Early Years Foundation Stage coordinator trains and supports staff to develop good knowledge of the curriculum and the importance of observations, assessments and planning in order to support children in their learning. Staff know their key children well as they work with them in their school settings in after-school facilities. However, individual planning is not consistent in the holiday club, which has an impact on children's individual progress. The environment is bright, welcoming, well organised and accessible to all children. Furniture and equipment are safe, clean and appropriate to the age and developmental stage of the children. They confidently access a wide range of indoor and outdoor resources, and staff ensure resources are appropriate for the planned activities; for example, there are a range of craft resources which link to Easter. The setting promotes free-flow access to the outdoor area for all children in all weathers, and they also have regular trips and walks into the local community. Regular visitors into the setting, such as police, soldiers and a guide dog owner, help children to develop respect and an awareness of others.

Parents and carers appreciate how friendly the staff are and the flexibility of the service. They receive verbal feedback and are well informed about the setting as they receive a comprehensive welcome pack. Also, a regularly updated website provides current information and parents can also access policies and procedures from here. Forms for comments and suggestions are available for parents, and notice boards display setting information, activities and event details. The setting has good links with local schools, which ensures a smooth transition for children into reception class. A nominated inclusion coordinator liaises with external agencies to support children as necessary. Children are happy and secure and are given equal access to resources and activities. An effective equal opportunities policy supports the staff and ensures that the individual needs of all children are met so that they are included fully in the life of the setting.

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

Children enjoy their time at the setting and staff provide a safe, caring and stimulating environment. Children have trusting relationships with staff, who they happily seek out for support. Staff encourage independence while allowing the children to develop skills for the future. For example, during breakfast children serve themselves cereal and drinks, and tidy away their dishes. All children are encouraged to use the bathroom and wash their hands themselves. Children access and enjoy a broad range of activities, for example, mark making, construction, creative and role play, which offer opportunities to develop skills, such as problem solving. Den making, with string and materials, gives children

good opportunities to work together and communicate to solve problems. Easter crafts provide good creative opportunities as the children choose collage materials to glue and stick to cards and bags. Staff value the children and use their interests to promote learning. For example, a Chinese New Year celebration with a family prompted a junk modelling activity and the children made Chinese dragons. Children are engaged in activities and show good levels of concentration. They sit happily and interact with each other and readily take turns and share.

Children's health, safety and well-being are very well promoted. They make healthy choices as they are offered a range of food and drinks. Parents are given information with ideas for healthy packed lunch items. Free-flow indoor and outdoor play and physical indoor activities, along with cooking and food tasting activities, contribute to children's understanding of healthy lifestyles. They are involved in carrying out risk assessments, which means that they are aware of managing risks and staying safe. Children follow routines well and are confident and independent.

Children generally make good progress during their time in the setting, and the learning environment is effectively organised and well resourced. Interactions are good and children happily go to staff for support and to chat with them. Staff encourage children to think independently and problem solve. For example, children build a castle, act as a witch and a princess, create their own magic potion and identify that they need material to make costumes. Planning is activity based and currently does not reflect individual children's needs and interests. However, some next steps that have been identified by teachers are being used to move the children's learning on. Information from parents determines children's starting points and staff generally monitor progress sufficiently to identify any concerns or possible delays. Children behave very well in the setting because staff give clear explanations and set appropriate boundaries. Staff give children the opportunity to resolve any issues before intervening where necessary. They treat children with respect, use manners at all times and listen to the children, which makes them feel valued and boosts their self-esteem. Children are developing a respect for themselves and others because staff make good use of books, resources, displays and activities to promote different cultures and 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
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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