

Manor Park Play Safe Club

Inspection report for early years provision

Unique reference number	EY357616
Inspection date	08/06/2009
Inspector	Lindsay Ann Farenden
Setting address	Manor Park Primary School, Greyhound Road, SUTTON, Surrey, SM1 4AW
Telephone number	0208 6420144
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Type of setting	Childcare on non-domestic premises

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.

Description of the setting

Manor Park Play Safe Club is one of a number of out of school provisions run by Jancett Group of Day Nurseries. It opened in 2007 and operates from a separate building within the grounds of Manor Park Primary School in Sutton. The building is on the ground floor and has suitable disabled access. The out of school provision is registered to provide care for children under eight years. There are currently four children on role in the early years age group. The out of school provision is registered on the following registers the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The club is open term time only for breakfast from 07:45 to 08:45, after-school from 15:10 to 18:30 and during the school holidays from 07:45 to 18:30. All children share access to a secure, enclosed outdoor play area. The breakfast and after-school club is open only for children who attend Manor Park School with the holiday play scheme open to the local community.

The provision will support children who have learning and/or physical disabilities and who speak English as an additional language. The setting employs two members of staff, who hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the effectiveness of the provision is good. The after-school club provides an effective provision for children in the early years age group. The staff create a very clean, secure and safe environment and are skilled at making sure children benefit from an exciting range of activities and resources to enhance their learning. Inclusive practice is very well promoted, as each child's individuality is respected. Good links with parents keep them well informed of their child's progress at the club. Children are successfully involved in the planning of the activities, which ensures they all enjoy their time at the club and make continual progress. The staff constantly strive to improve the experiences of the children who attend the club.

What steps need to be taken to improve provision further?

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

- develop closer links with each child's class teacher to further compliment children's Early Years Foundation Stage progress within the school

The leadership and management of the early years provision

The premises offer children a welcoming, child-orientated environment in which accessible resources and very good quality appropriate furniture fosters their sense of belonging in the club.

All relevant documentation is in place and maintained in full. There are comprehensive written policies which staff are familiar with and implement in their daily practice. Robust recruitment and induction systems ensure that children are cared for by vetted and suitably qualified staff. The staff team are committed to providing a stimulating environment and benefit from the strong direction and clear focus of the provider. There is an appraisal system in place and personal development is given high priority. As a result, staff attend further training enabling them to regularly update and refresh their knowledge and skills. Self-evaluation is used regularly to assess practice, highlight strengths and to identify areas of improvement to continually raise standards of outcomes for children. Systems are in place for staff to meet with the Foundation Stage teacher to keep them updated with activities taking place in the school.

Relationships between parents and staff are good. Information about their child's needs and interests are actively sought when the child first starts, and on a regular basis. They are provided with information about the club, through magazines, access to notice boards and daily discussions with staff members. Parents' views about the club are valued as they are encouraged to complete questionnaires.

Staff are sensitive to the needs of children with English as an additional language. They have a positive attitude to ensuring that children with disabilities are fully included in all the activities provided. Displays of photographs of children enjoying activities, art work and posters fully reflect children's backgrounds and the wider community which helps them to feel positive about themselves and others.

Thorough risk assessments are carried out to ensure children are protected from potential hazards. There are stringent measures in place to ensure children's security at all times. Children are developing an understanding about keeping safe. For example, they know they have to be quiet at registration time, so staff know what children are present in case of fire. Regular fire evacuation drills take place, so children learn to leave the premises quickly and safely. Children are very well safeguarded because staff attend a rolling child protection training programme and are fully aware of procedures to follow if staff have concerns about a child's welfare.

The quality and standards of the early years provision

Children are supported by very enthusiastic staff that have a good understanding of the Early Years Foundation Stage curriculum. A system for identifying children's starting points and for assessing their progress and development through the early learning goals has been implemented. Staff use regular observations of children's interests and achievements very effectively to plan for each child's individual next step of learning and to inform the planning. This, along with the stimulating range of activities set out in an inviting manner for children both inside and outside, continues to challenge children's learning and development after their day at school.

Resources and activities are in good condition and stored or laid out at a low level, so children are able to make independent choices about what they want to play

with and learn to take responsibility for putting away them after they have used them. Children benefit from excellent interaction between them and the staff who enthusiastically discuss and talk to them about the activities they are doing.

Children are warmly greeted by staff as they come out their classrooms. They show a good rapport with staff and enjoy sharing their experiences of the weather conditions at the weekend with them and each other. Staff tell stories with great expression, consequently, children listen to them with great interest. Children like to relax and look at books themselves in the comfortable book area. Children had fun making robots out of recycling materials and proudly show staff their models and take delight in the praise they receive from staff. They make their own unique constructions using Duplo. Pens and drawing materials are always available and children often sit and draw and enjoy practising their writing skills. Children use their imaginations well on first hand experiences, as they lay out a blanket to put dolls on to play and get underneath blankets and pretend to go to sleep. The outside area is particularly popular with the children, as they play with water and enjoy using play dough to make crocodile models. Children have plenty of opportunities to develop their physical skills, as they play catch with balls, ride wheeled toys and run around the playground. Resources, such as books and play figures which portray positive images of different cultures and disabilities, as well as topics about people and places promote children's view of the wider world and help them understand differences and similarities. Outings to parks and the library develop children's interests and awareness of the local community.

Children are very well behaved because they are constantly busy and engaged in purposeful play. They know what is expected of them because they regularly discuss the club's behaviour rules. Staff provide good role models for children as they talk to them in a calm manner. They use positive language and sticker charts to actively encourage children's pride in their achievements and confidence. Children's views about the club are highly valued. They are encouraged to complete a monthly questionnaire in which their ideas and comments are taken into fully consideration by the staff.

Staff maintain extremely high standards of hygiene to protect children's health. All staff who prepare meals have attended food and hygiene training. Children have developed an excellent understanding of the importance of good personal hygiene, as they automatically wash their hands when they arrive at the club premises and before meals. There are thorough procedures and records in place to ensure children's individual medical needs are met very well. Accident and medication records are in place, appropriate treatment given and parents' signatures and consents have been obtained. A staff member who has a current first aid certificate is always present and the first aid boxes are easily accessible.

Tea is a social time when children chat to each other and their key person and eat nutritious foods with great relish. Fruit is available for children to help themselves to throughout the session, which encourages them to eat healthy snacks. Drinking water is accessible to children at all times. Comprehensive details of children's allergies and dietary needs are obtained from parents and full consideration is given to children's specific dietary needs.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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