

Skool Camp (Manchester) Limited

Inspection report for early years provision

Unique reference number

EY426356

Inspection date

17/11/2011

Inspector

Anne Drinkwater

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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

Skool Camp (Manchester) Ltd re-registered in 2011 due to a change in its legal entity. It operates from a single-storey neighbourhood centre located in the Haughton Green playing fields, which is situated in the Haughton Green area of Tameside. The facility provides out-of-school care and holiday care for children from local schools, before and after school and during school holidays. It operates Monday to Friday from 7.15am to 8.45am and from 3.15pm to 6.15pm during term times. Holiday care is available Monday to Friday from 7.15am to 6.15pm.

Skool Camp is registered on the Early Years Register and also on both the compulsory and voluntary parts of the Childcare Register to enable care for older children. A maximum of 50 children aged between three and under eight years may attend the club at any one time. There are currently six children attending who are within the Early Years Foundation Stage.

The setting has procedures to support children with special educational needs and/or disabilities, and those who speak English as an additional language. The setting employs three members of staff and they have occasional use of a volunteer. Of these, two hold appropriate qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children are not effectively safeguarded because some of the legal requirements of the Early Years Foundation Stage framework are not being met or are not fully implemented. For example, there is not a member of staff present at the setting who holds a valid first aid certificate. In addition, parents are not routinely informed of their children's ongoing development or the setting's policies and procedures. Children are generally happy and enjoy their time with the flexible staff team. However, there is no system in place to evaluate, monitor or track the provision and outcomes for children. As a result, the setting cannot demonstrate a commitment to continuous improvement.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- develop the knowledge and understanding of Early Years Foundation Stage and undertake observations and assessments to identify learning priorities and plan relevant, motivating learning experiences for each child (Organisation) 23/03/2012

- obtain written parental permission to seek any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare) 23/03/2012
- obtain information about who has legal contact with the child and who has parental responsibility (Safeguarding and promoting children's welfare) 23/03/2012
- ensure that at least one person holds a current paediatric first aid certificate and is on the premises at all times when children are present (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 23/03/2012
- ensure that parents are informed of the setting's policies and procedures (Safeguarding and promoting children's welfare) 23/03/2012
- ensure all staff understand the procedures to be followed in the event of an allegation being made against a member of staff (Safeguarding and promoting children's welfare) 23/03/2012
- ensure the risk assessments are updated and checked on a regular basis, showing when and by whom they have been checked, and review it at least once a year or more frequently where the need arises (Suitable premises, environment and premises). 23/03/2012

To improve the early years provision the registered person should:

- develop self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- make accessible to children resources and activities to promote all areas of learning and cover all aspects of diversity
- develop ways of obtaining information regarding children's starting points when they first attend from parents and enable parents to have ongoing opportunities to contribute to the setting's self-evaluation, their children's portfolios, observations and planning for their children
- develop opportunities to share relevant information with the children's schools to complement their learning and development, and to promote effective continuity and progression.

The effectiveness of leadership and management of the early years provision

Staff demonstrate an adequate knowledge of safeguarding children with regards to identifying possible concerns. They know the appropriate procedures, such as recording their concerns and passing them on to the relevant authority. However, the setting's safeguarding policy does not include the procedure to be followed in the event of an allegation made against staff. Children are supervised well and the appropriate risk assessments are in place, although these are not updated on a regular basis as required. That said, no hazards were found during the inspection. Staff do not routinely acquire permissions for emergency medical treatment should

the need arise and they do not have a member of staff qualified to administer first aid. In addition, they have not obtained information about who has legal contact with the child and who has parental responsibility. This compromises children's safety. Some information, such as emergency contacts and any special requirements, are recorded on children's records in order to meet their individual needs and some policies and procedures are in place. However, these are not routinely shared with parents.

The setting has a variety of resources to meet some of the interests of the children. Suitable systems are in place to support children, including those who speak English as an additional language. However, resources that cover all areas of learning are not fully accessible to the children, which limit their independence. In addition, resources do not promote positive images of diversity; as such children are not fully supported in learning about each other's similarities and differences.

Staff develop positive relationships with the children and parents. For example, parents are provided with informal feedback about how their child has been during the session. Parents report that they know their children are happy and generally occupied and that they enjoy attending the setting. Staff are aware to build appropriate relationships with the other professionals, should the need arise, to support children. However, they do not consistently liaise with parents or the schools that the children attend to ensure a cohesive approach to their learning. The management team are aware of some of their weaknesses. For example, they have sought the support and advice of the local authority support worker. However, resources for self-evaluation fail to identify a number of weaknesses, which compromises children's safety.

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

Staff's knowledge of the Early Years Foundation Stage framework and how to complement and support children's learning and development is inadequate. Systems for observation and assessments are not consistently applied for each child. Staff do not identify the learning needs for all children or track children's achievements. As a result, assessments do not provide a secure basis on which to plan continuously challenging experiences across all areas of learning to support children's progression towards the early learning goals. Staff do not obtain information from parents regarding their children's developmental starting points or observe them to find out what they know or can do. In addition, information is not available to provide parents with an informative update of their child's progress.

In general, children arrive and quickly settle into the activities that are available. The routine provides some opportunities for children to develop their physical skills and at times maintains their interest. All children enjoy a range of craft activities, using a variety of materials, such as play dough, chalks, colouring pencils, and collage materials. Children's writing skills are satisfactorily developed and they are encouraged to mark-make. For example, their take-away menu is clearly written and they enjoy writing letters and cards for their friends. Children play various

games with staff and each other, which encourages them to share and take turns. For example, boys and girls are positively involved in sporting activities and take turns on the pool table. Older children help their younger friends, and they engage in cooperative games and spend long periods creating their bead pictures and chalk masterpieces. They construct with building blocks and role play in the dressing-up areas and with the take-away props. Children use their imaginations and although the television and games consoles are available; these do not dominate the session or their interests. Children are generally happy and confident and engage well with adults and staff. They engage in meaningful conversations, which shows they are confident communicators. This, coupled with their developing skills in technology and problem solving, is beginning to contribute to their future economic well-being.

Children feel safe, are confident and know the routines well. They ring the bell to get the attention of others and learn about safety as they are reminded they cannot enter the storeroom in case something falls on them. Children also know to store their bags safely to prevent accidents. Children's health and growing independence are suitably supported as they learn about appropriate hygiene procedures and the benefits of healthy eating. At snack time, staff and children sit together, making it a social occasion. These routines help to support children's health and general well-being.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
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	4
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for) (also applies to the voluntary part of the Childcare Register). 23/03/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for). 23/03/2012