

# The Out Of School Experience @ Redeemer

Inspection report for early years provision

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<b>Inspection date</b>	06/08/2012
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<b>Type of setting</b>	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

The Out of School Experience @ Redeemer is one of a group of settings operated by a limited company. It was initially registered in 2006 and was re-registered in February 2012 following a change in company details. The setting operates from part of the premises of Redeemer Primary School, Blackburn, Lancashire. Children have access to the reception class, four infant classrooms, ICT suite, library area, two junior classrooms, corridor, school hall, outdoor playgrounds and playing fields. The setting serves the local schools within the area. The setting is open Monday to Friday during school term times from 3.10pm until 6pm. A holiday club is available from 7.45am until 6pm.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 80 children may attend the setting at any one time, of whom, 50 may be in the early years and none under four years. There are currently 135 children on roll, of whom 35 children are within the early years. The setting currently supports children with special educational needs and/or disabilities and English as an additional language.

Staff are well qualified and experienced. The staff team comprises of 8 members, of these, one is a qualified teacher, one has the Foundation Degree in early years, the manager has a level 4 in early years, three have a level 3 and one has a level 2. In addition, the proprietor has Early Years Professional Status.

The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are making excellent progress towards the early learning goals. Their welfare, learning and development are efficiently promoted due to the excellent knowledge of the highly motivated staff. They provide an excellent range of innovative learning experiences and play opportunities based on children's individual interests. Exemplary partnership with parents, other settings and professionals underpins outstanding shared care and communication. The registered provider, manager and staff have a commitment to excellence and are constantly self-evaluating their practice in order to maintain continuous improvement.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhance further the cosy and comfy area to facilitate opportunities for rest and quiet time.

## **The effectiveness of leadership and management of the early years provision**

Excellent priority is given to safeguarding and protecting children. All staff have a comprehensive understanding of safeguarding issues and are fully aware of the procedures to follow should they be concerned about a child in their care. All staff are extremely competent, caring and demonstrate an excellent understanding of their roles and responsibilities. There are robust recruitment and vetting procedures in place and valuable appraisal systems which encourage continued professional development of all staff. All records, documents, policies and procedures are meticulously maintained and updated regularly, which ensures they reflect changes to legislation. Detailed risk assessments, including those completed by children, cover all aspects of the learning environment and consequently, risks to children are minimised. The strong leadership skills are effective in maintaining a dedicated and committed team who work exceptionally well together to ensure children's individual needs are met.

Children are extremely well-supported in their learning and development within a highly enabling environment. The deployment of resources is outstanding and the environment, within the host school, both indoors and outdoors, is exceptionally well organised as it provides an extensive range of enjoyable and challenging opportunities for all children. All staff are deployed highly effectively to ensure children are supervised safely at all times, including, children with special educational needs and/or disabilities. Staff organise the setting highly effectively, allowing children to move around freely and select from suitable toys and equipment independently. These include resources that reflect positive images of diversity which encourage children to respect each other's similarities and differences. Equality and diversity are completely promoted and embraced by the staff and children.

The setting has an excellent and seamless partnership with the host school. This is maintained to a very high standard for other schools where children attend. They share information about children's progress and work very close together to provide the best possible care and education. Other specialist outside agencies work exceptionally well with the setting to support children with special educational needs and/or disabilities. This inclusive approach creates excellent opportunities for children to reach their full potential. Engagement with parents is outstanding as they are kept very well informed about what their children achieve through daily discussions with staff, contributing to children's assessment records and through regular newsletters. This excellent two-way flow of information helps ensure that children all are extremely well supported. They have access to the comprehensive policies and procedures, available to them, in order to keep them informed about the setting's operational practice.

The strong relationship between the registered provider, manager and staff enthuse equality and inclusion that ensures all members actively contribute to the excellent standards within the setting. All staff receive very good opportunities for further development through training and this is evident from their knowledge and

skills in offering a highly innovative learning environment which significantly enhances and extends children's learning and development. Systems for self-evaluation are highly comprehensive and inclusive. This takes excellent account of the views of staff, parents and all children, leading to well-targeted plans for future improvement.

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

A rich learning environment enables children to make excellent progress in all areas of their learning and development. Staff have an excellent knowledge of the Early Years Foundation Stage and are extremely effective in planning imaginative and exciting activities for children. Planning is clearly based on children's individual needs and interests and detailed observations are completed to inform assessments. Children are placed carefully with key-persons to ensure that their individual needs are tailored to meet their changing needs and stage of development. Careful analysis of children's progress and achievements ensure that there are no gaps in learning. Children's assessment records are well presented and include photographic evidence.

The indoor environment is very well presented. Vibrant wall displays of the children's art work give the children a sense of pride in their achievements. This dynamic environment means that children are totally engrossed in their chosen activity. An excellent selection of toys and equipment provides children with great choice, creating very good opportunities for spontaneous learning. Children develop exceptionally good social and learning skills that equip them well for the future. There is a very strong focus on ensuring children develop the social, communication and language skills that are necessary for good behaviour and learning. Interactions between practitioners and children are extremely positive. Children learn successfully through self-selected, play-based activities. They apply their skills in communicating, literacy, numeracy as they play. They have excellent facilities from the host school's information technology suite of computers and access educational games on the restricted internet.

Children's behaviour is exemplary and they are gaining an excellent understanding of right and wrong. Staff act as excellent role models, remaining calm, consistent, polite and fair. Children respond positively to this, showing great care and concern for each other and demonstrating great respect as they listen to their friends and make their own contribution to discussions. Staff plan with great care to ensure that children experience enjoyable and worthwhile experiences. Children's sense of independence and self-help skills are exceptional, due to the stimulating environment and the positive and supportive approach from staff. Children show high levels of motivation and have an enthusiastic and excited approach to everything on offer. Children are presented with purposeful and practical experiences within the provision to promote their understanding of personal safety. They engage in regular evacuation drills and are confident to articulate where the fire exits are and where they would congregate in an emergency. They learn to be careful of others as they play inside and outside and participate in carrying out their own risk assessment as they play and use different types of resources.

Children develop an exceptional understanding of the importance of healthy living. They enjoy outdoor activities in all weather conditions. They show excellent control of their movements as they run, jump, wave their arms in the air, starting and changing direction. These all offer children inspiring and challenging opportunities to develop social and intellectual skills. Healthy eating is promoted extremely well as children access an excellent range of healthy foods for breakfast and snack time. All parents are encouraged to provide healthy packed lunch for their children as the setting is part of the Smiles for Life programme run by the National Health Service. As part of the 'country of the month' activity, children participate in the celebration of a wide variety of cultural festivals from around the world and eat foods common to those cultures. Drinking water is readily available, ensuring that children remain hydrated during their active lifestyle. Children are independent in their personal hygiene as they wash their hands throughout the day at appropriate times after playing outside and before eating.

Children with special educational needs and/or disabilities are exceptionally well integrated into the setting as the premises is well equipped and staff are very knowledgeable about the specific requirements of children and produce individual learning plans. Children learn about similarities, differences and diversity through books, resources, displays, discussion and sharing experiences, enabling them to develop understanding and respect. All children and their families are welcomed and each one is respected for who they are. Linguistic diversity is respected and highly valued by staff who learn, with help from parents, some key words in the child's own language to make them feel valued.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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