

Lindow Out of School Club

Inspection report for early years provision

Unique Reference Number	EY280233
Inspection date	02 October 2007
Inspector	Janice Shaw
Setting Address	Lindow Primary School, Upcast Lane, Wilmslow, SK9 6EH
Telephone number	01625 582555
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Registered person	Teresa Ann Clark
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Lindow Out of School Club and Pre-school playgroup was first registered in 2004. It is one of a number of settings owned by the company Superkids. The club operates from three rooms, the school hall and the playground attached to Lindow Primary School on the outskirts of Wilmslow.

A maximum of 24 children may attend at any one time. There are currently 21 children on roll in the out of school group and 20 in the pre-school. This included 9 funded nursery education places. The setting supports children with learning difficulties and disabilities and children who have English as an additional language.

The setting is open each week day from 08.00 to 09.00 and 15.30 to 18.00 for out of school care. The pre-school operates on Monday to Friday mornings from 09.00 until 13.00 and 15.00 on Tuesdays.

There are seven staff employed in total in the setting, two of whom hold a child care qualification. The setting receives support from the local authority

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn through regular daily routine's such as snack and meal times, about the importance of personal care, washing their hands before they eat their meals and after using the toilet. Children benefit from regular daily exercise, outside when weather permits or indoors, developing a variety of physical skills, such as running, playing with hoops and riding bikes. Children have opportunities to develop their hand and eye co-ordination using tools and small equipment, such as pencils, brushes and table top games. Music and movement and yoga sessions are an integral part of the weekly programme and help children to learn to stretch and develop spatial awareness ensuring that they can move their bodies in different ways.

Healthy and nutritious food is offered to children at snack times, such as fresh fruit and raw vegetables. They enjoy the low sugar juices and water available, though milk is not offered as an option. During the play sessions children have access to water to quench their thirst and keep them hydrated, however, at times this requires them asking for staff assistance. Children who are staying for lunch select with their parents as they arrive what they would like to order from the school canteen for their lunch or alternatively they bring a healthy packed lunch from home. These times are very social occasions with all children sitting around small tables chatting about the day. Any special dietary needs can be appropriately accommodated and catered for, allowing all children to be included and able to benefit from healthy options. The colourful tables cloths with pictures of fruit and vegetables on help support important discussions with the children on healthy eating.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Effective implementation and monitoring of health and safety procedures, including formal and informal risk assessments, ensure children's safety is given high priority. Children are encouraged to learn about safety precautions in their environment, helping to keep themselves safe, such as sitting on chairs properly, not running indoors and to be careful when using scissors. There are stringent procedures in place for the collection and arrival of children to ensure they remain safe.

Children are able to move around freely within pre-school rooms. All equipment is stored at child height to allow children the freedom to choose alternative activities, from those pre-selected by the staff. They can easily access a broad range of high quality equipment all of which is well maintained. They are familiar with the toys and they are able to play with equipment which is very suitable for their age and stage of development. For example, many children had great fun playing with a table top monkey game whilst others enjoyed the 'opposite cards' which stretched and challenged their thinking. Children are protected and safeguarded from harm because staff have a sound knowledge of child protection issues and know how to implement appropriate procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the setting participating in both child-led and adult-led activities, with a variety of resources to engage their interest. They arrive excitedly and immediately get

involved in the activities available. Staff have a clear understanding of their role and use thorough plans to ensure all areas of children's development is planned and implemented. All staff have a secure understanding of the 'Birth to three matters' framework and use this to plan a programme for play which meets all children's developmental needs.

All children benefit from the commitment and care shown by the staff and therefore build their confidence and self esteem because they are comfortable and feel safe. Children have interesting opportunities to go on local nature walks to look at the horses, ducks, and wild flowers. Children's interest and love of music is being successfully fostered through the playing of classical music in the background and fun musical movement sessions. For example, a two year old requested the Swann lake ballet music, which she had enjoyed in a previous session.

Nursery Education

The quality of teaching and learning is good. Teaching is rooted in a secure knowledge of the Foundation Stage, a good range of teaching methods and a clear understanding of how young children learn and progress. Staff provide realistic challenges for all children. They plan activities within a structured planning system to promote children's ongoing development and constantly carry out observations of their key worker group. However, at times, the current system of observation and assessment of children is not always securely linked to the stepping stones in the Foundation stage curriculum.

Children are well settled and confident at the nursery. They learn to share and take turns, such as using the glue sticks for art or waiting to display their work on the new display board. They build good relationships with adults and their peers and develop their independence skills in all areas, such as putting their own painting apron on. Many interesting opportunities are provided to develop their curiosity and help them to learn about the world around them. For example, they show delight and interest, in the nature walks to see the ducks, horses and wild flowers. They competently handle tools, including glue sticks, paint brushes and scissors.

Children communicate effectively with each other and their peers and confidently approach adults to have their needs met. They use a good range of vocabulary to describe their game, pictures in a book or name the unusual animal masks they have made for the display. Children are motivated and interested in their learning and show good concentration in self-chosen activities and adult-led activities. Children make regular use of the books, choosing to read them independently or share them with an adult. They love stories, excitedly join in with favourites and eagerly anticipate the next part of the story helping to promote their skills in literacy. This interest in books helps them gain an understanding that print carries meaning. Staff support this understanding by clear written labels on their pictures and supporting children's attempts to copy. Children ask pertinent questions about print in books and are also encouraged to find their name card when arriving each day. They are developing good pencil control and enjoy making marks on paper.

Number is successfully promoted in everyday routines resulting in children having many good opportunities to gain a better understanding of the use of number and quantity. They show knowledge about repeating patterns and are able to match objects by colour, shape and size. Some children count up to 10 confidently and some are able to recognise these numbers from labels. Mathematical language is used as an integral part of their play, using words, such as big, small and the same. For example, in the card matching game, a two and a three year old compare the cards successfully identifying the similarities and differences. Children have regular opportunities to use their imagination in the role play area, acting out scenes from home or

their favourite story. They show great enjoyment when participating in musical movement sessions and singing songs from a large repertoire, from memory. Children explore with paint, glue and other media, freely selecting different materials to make their pictures and experience a range of textures.

Helping children make a positive contribution

The provision is good.

Children settle well in the setting and the effective key worker system helps establish a positive relationship between the staff and children, whilst helping children gain a sense of belonging. They gain an understanding about their own and others beliefs, needs and differences, during stories, festival celebrations and topic work. Staff work closely with the parents to learn some simple words in the child's first language to help them settle and feel secure in the nursery environment.

Children with learning difficulties and disabilities are fully integrated into the setting, with very good relationships between external agencies, parents and the pre-school which ensures continuity of care is provided. Staff have a very good awareness of the Code of Practice and ensure this is adhered to when identifying any concerns with children's development or behaviour. Behaviour throughout the setting is good and children have a sound understanding about the rules of the setting. They listen to guidance from staff and are able to help the younger children gain an understanding of acceptable behaviour, such as how to line up nicely, or where to put certain equipment at tidy up time. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Children benefit because staff have a good knowledge of children's individual needs and family circumstances, such as when new siblings are born, which impacts on the child's behaviour. Staff work closely with the parents to ensure the child's needs are met and provides a secure link between home and the setting. This strong link with parents enables children to develop their confidence and to feel secure within the setting, enabling them to flourish and develop their full potential. All policies are made available to parents and a regular newsletter helps keep parents informed about any forthcoming events or topics their children will be doing. Parents are well informed about their child's development records and receive regular reports on their progress and development. They are encouraged to add any comments they may wish to make. Parents speak very positively of the provision.

Organisation

The organisation is good.

Children's care is enhanced by efficient and effective organisation. Children benefit from being cared for by friendly and experienced staff, who have a good understanding of the needs and the way young children learn. The staff work well as a team and are secure in their knowledge of their day to day responsibilities to provide children with a stimulating and challenging play environment. Children's development is fostered through good procedures and policies that are fully implemented in the setting. All the required documentation is in place updated and kept confidential. Vetting procedures are secure and new staff are supervised at all times to protect children's welfare.

The leadership and management of the nursery education is good. The enthusiasm of the manager and her staff and their constant monitoring of the care provided ensures that the accommodation, activities and equipment are being constantly updated and improved to provide

good quality care. Consistent planning and an effective key worker system ensure all children's progress is recorded and activities are suited to the different ages of the children, with particular attention to their social and emotional development. This is achieved by regular team meetings and evaluation of activities and topics provided, including the assessment procedure to monitor children's development. This constant evaluating of the service provided ensures children receive good quality care in a safe and welcoming environment where staff work with parents to provide continuity of care for all children. As a result the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting had two recommendations to address. They were required to ensure that all the necessary details were included in the uncollected child policy and to complete appropriate documentation for the person in charge. They now have an appropriate uncollected child policy and all documentation for the person in charge has been completed and sent to Ofsted.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- increase children's independence access to fresh drinking water throughout the session.
Consider the option of milk to drink at snack times.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop the current observation and assessment system in place ensuring that children's development is securely linked to the stepping stones in the Foundation stage curriculum.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk