

# La Maternelle - Pear Tree

Inspection report for early years provision

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**Unique reference number**

EY299672

**Inspection date**

29/04/2009

**Inspector**

Clare Henderson

**Setting address**

Pear Tree Primary School, Pear Tree Field, Stapeley,  
Cheshire, CW5 7GZ

**Telephone number**

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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

La Maternelle Pear Tree out of school club was registered in February 2005. It operates from Pear Tree Primary School, situated on the outskirts of Nantwich town. The children have access to the school hall, classroom 5/6, when the hall is not available, the school grounds and associated facilities. The club operates from 08.00 to 09.00 and 15.00 to 18.00, Monday to Friday, term time only and from 08.00 to 18.00 during the school holidays. Children who attend the club during term time are from Pear Tree School. During school holidays it provides a holiday club service for children who attend Pear Tree, Wybunbury, Stapeley Broad Lane, St Anne's and The Weaver primary schools. A maximum of 26 children under eight years may attend at any one time. In term time there are currently 45 children on roll from four to 11 years of age, of whom six are within the Early Years Foundation Stage (EYFS) age range. There are 65 children aged between four and 16 who attend in holiday periods, of whom 18 are within the EYFS age range. The setting supports children with additional needs and those who speak English as an additional language. There are 13 members of staff who work at the setting in term time or during the holidays or at both times. One member of staff has a National Vocational Qualification (NVQ) at level 3 in childcare, one has an NAMCW Diploma in nursery nursing which she is presently updating to an NVQ3 CCLD, and five have an NVQ level 2 in childcare. Two staff have degrees, one in Performing Arts and one in Animal Psychology, and four staff are A-level students. One part-time member of staff is an Early Years Professional who is employed by all the group's settings. The club receives support from Sure Start and is on the Early Years Register and both parts of the Childcare Register.

## Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. This is a highly caring setting which has the enjoyment and inclusion of every child, whatever their need, at the heart of all it provides. In this extremely well organised and safe environment, all children thrive and feel valued. The setting is highly evaluative of all it does and staff continually gather children's and parents' views, which they promptly act upon. It provides first class out of school care and has an outstanding capacity 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:

- continue to make use of all available Early Years Foundation Stage courses in order to promote staff development in all aspects of early years care and education as identified in its self-evaluation form.

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

Leadership and management are outstanding. Staff use their expertise very well and provide a high quality range of fun, yet challenging games and activities, which the children thoroughly enjoy whilst learning and developing into healthy, caring and responsible young people. Adults listen to and act on children's ideas, continually observing, talking to and involving them in decision making about 'our club', as the children say. Children's welfare is central as staff supervise children closely. Staff recruitment procedures are extremely effective in promoting children's safety. Child protection procedures meet government guidelines. Thorough risk assessments are in place.

The club works in tandem with parents and gathers their views, for instance, through daily contact, the suggestion box and regular questionnaires. Parents are kept well informed about how their child is getting on through daily verbal exchanges and through the sharing of learning journeys. This enables parents to play a close part in their child's learning and development. The club has strong links with the schools it serves and particularly so with Pear Tree School. Staff work in close partnership with the Special Educational Needs Coordinator and the reception class teacher to ensure there is continuity between school and club. This ensures that children are well cared for and their learning needs taken fully into account. Staff are committed to ongoing improvement. They make observations of all the children's progress, including those in the EYFS. All staff participate in ongoing training and appraisals undertaken by the manager and the supervisor and through attending regular in-house and externally run courses.

## **The quality and standards of the early years provision**

The quality of provision is outstanding. This is because managers and staff give children a real ownership in the setting. They provide them with many opportunities, which children grasp eagerly, to develop their interests, responsibilities and talents. For instance, a children's council, with head girl and boy, is elected from amongst the children. This enables the children to have a real hand in what goes on in 'our special club', as the children say. This prepares them very well for the future through giving them these opportunities to make decisions and choices. Club rules are drawn up by the children and their requests for activities and games are sought by staff on a weekly basis. Snacks and meals provided are very healthy and as children say, 'give us strong energy'. There are plenty of opportunities on a daily basis for physical activities, both within the hall and in the exciting outdoor environment, where on the adventure trail children extend their climbing and imaginative skills effectively. Role play areas are changed regularly and recently have included a cake shop 'Chatwins', an office and a card shop designed and operated by the children. This gives children a first hand experience of the world of work through designing and selling in their own office. 'The Chatterbox' area is very popular with the children and provides a quiet area for them if they wish to sit quietly on their own or with their friends to chat.

The very positive, relaxed and happy atmosphere contributes strongly towards

children feeling secure and totally at ease in their surroundings. Trusting relationships are formed with staff and children are very good humoured and confidently express their ideas and views. Staff provide a good balance of adult-led and child-initiated activities across the six areas of learning which appeal to children's interests. They enable them to understand how to keep themselves safe and alert to potential danger. This enables children to take more responsibility for their own safety and become more independent. Children are taught how to stay safe and staff capitalise on the experiences of people in the local community with visits from, for instance, firefighters.

Children confidently make decisions about what they want to do and staff join in activities and interact very well with children to support them as they play. This successfully promotes children's learning and they make excellent progress in their overall development. Key persons attached to named children record observations and assess children's learning. The information gathered is linked to the elements of the early learning goals particularly for children of reception age and identifies children's next stages of learning.

Children celebrate festivals and cultural events, which are topical, throughout the year. These extend, through art, craft and cookery experiences, children's knowledge and understanding of diversity within the world in an enjoyable way.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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