

Superkids @ Lady Barn House School

Inspection report for early years provision

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EY263621

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Inspector

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Setting address

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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

Lady Barn Superkids Out of School Club opened in 2003. It operates from five classrooms in Lady Barn Primary School which is in the Cheadle Hulme area of Stockport. The club opens five days a week during school holidays. Sessions are from 08.00 to 18.00. The club has the use of two adjoining classrooms, dining hall and also has the use of a further three classrooms if necessary. A large playing field and playground are used for outdoor play. The club gives priority to children attending the school and also offers places to local children.

The club is registered to provide care for a maximum of 40 children at any one time under the Early Years Register and the compulsory part of the Childcare Register. The club is also registered on the voluntary part of the Childcare Register to enable older children to attend. There are currently over 50 children on roll, seven of whom are on the Early Years Register. There are five staff who work with the children and of these 50% have an early years qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff have a good grasp of the statutory requirements within the Early Years Foundation Stage (EYFS). Good organisation and a busy programme of stimulating and fun activities promote children's welfare and learning effectively. The uniqueness of every child is valued and positive steps are taken to help children learn to respect and value difference.

What steps need to be taken to improve provision further?

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

- continue to develop an effective self assessment system

The leadership and management of the early years provision

The holiday club provides a caring and welcoming environment for children and their families. Children are kept safe and secure and enjoy learning through a range of both planned and child initiated activities which are appropriate to their age and stage of development. The manager, in conjunction with the staff, has evaluated the service and some areas for development have been identified, including a wish list for additional equipment. However, this system is in its infancy and is not yet sufficiently developed.

Staff are committed to providing an inclusive practice to ensure all children can achieve regardless of background. Risk assessments are completed on all areas of the building which contributes effectively to promoting children's safety. For example, strangers in the school grounds are appropriately challenged and head counts are completed each time children move from one part of the school to

another. The staff team has a secure understanding of their role and responsibilities in safeguarding children. A very comprehensive understanding of the appropriate staffing ratios was demonstrated when parents who arrived 'by chance' were declined a place as these additional children would have caused the group to work outside ratios. Parents are strongly encouraged to register their child early to ensure that correct numbers of staff can be in place. Good progress has been made with the recommendations made at the last inspection. Children now have a water dispenser freely available to them and staff details are now kept onsite.

Effective partnerships are made with parents. Useful information about all aspects of the provision and their child's care, learning and development is shared regularly. These include weekly planning and children's individual progress. The setting regularly seeks the views of both parents and children through the use of questionnaires. This is done in age appropriate ways with younger children drawing or ticking their likes and dislikes. Wherever feasible, suggestions are taken on board, particularly when appropriate additions to the snack menu are made. However, when children suggest items or activities beyond the scope of the club, it is met with good humour and explanations, such as the prohibitive cost of building a swimming pool and the impracticality of visiting Spanish themes parks. Parents comment on how happy they are with the provision and how much their children enjoy attending.

The quality and standards of the early years provision

The staff's good knowledge and understanding of the EYFS in conjunction with the children's term time school leads to children making first rate progress towards the early learning goals. Children are happy and settled which increases their propensity to learn new skills. Observations are completed within a journal and shared with parents regularly. Children may only attend for a few sessions each holiday and the staff endeavour to obtain an overall picture of each child's development. The staff have a good understanding of the importance of liaising with other EYFS providers, however, in practice this is often not possible as children are booked into the club at the last minute reducing any opportunity the staff might have had for good liaisons. Planning takes account of each child's stage of development and usually includes individual next steps for the younger children, all of which is linked to all areas of learning. This results in children who make good progress in their learning and development, given their starting points and capabilities.

Children benefit from an interesting range of planned activities which further develop their learning. For example, in a recent topic linked to a pirate theme children were involved in many creative activities and discussions. They made pictures with a range of materials and lay on the floor and drew around themselves. The staff interact very effectively with the children, asking questions and engaging them in conversation to support and promote their language and communication skills. For example, when playing guessing games children make very good attempts to disguise their voices and all children join and wait patiently but eagerly for their turn, whilst sharing in the fun with everyone.

Many good opportunities are on offer for children to extend their physical skills both inside and in the fresh air as outdoor play is an integral part of each day. Their dexterity is practised when using construction sets and creative materials and when playing with small pieces of equipment. When playing in the school grounds children freely access the large equipment to foster their climbing and balancing skills. The all weather pitch allows children to play ball and team games throughout the year. Children have well developed imaginations and love imitating the actions of adults as they take babies for walks in the buggies and play out domestic situations with the small world toys. They are constantly counting objects and confidently solve problems concerning numbers.

Children's personal, social and emotional development is given a strong focus. They are relaxed, confident and behave very well. The youngest children play very well together and without prompting say 'please', 'thank you' or 'excuse me' in everyday situations and most children share and take turns with the minimum of adult support. They support each other well as they play as they explain to their friends how to manoeuvre their bikes around obstacles or explain the rules of the game.

Healthy and nutritious snacks, such as toast and fresh fruit, promote children's understanding of a nutritious diet. This is further supported by discussions, projects and table games which highlight 'good' and 'bad' foods. Children have a good understanding of how to keep themselves safe. For example, they explain very coherently how everyone must wear a safety helmet to protect their heads when using the bikes and scooters and that if you forget to bring one the club has spare ones you may borrow. Through all these good experiences and activities children are developing skills, which contributes to their future economic well-being. All documentation effectively promotes children's health, safety and welfare and ensures that their individual needs are well met.

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?	3
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?	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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