

La Maternelle Stapeley

Inspection report for early years provision

Unique reference number	EY264410
Inspection date	24/06/2009
Inspector	Graham Martin

Setting address	Broad Lane Primary School, Broad Lane, Stapeley, Nantwich, Cheshire, CW5 7QS
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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 Stapeley Out of School Club opened in September 2003. It operates from the main hall of Broad Lane Primary School, situated in the Stapeley area of Nantwich. Children have access to the main hall, one classroom, kitchen and toilet facilities, the school playground and field. The club is owned by a limited company and serves children from the school during term time and the surrounding areas during school holidays. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to provide care for 26 children. There are currently 60 children aged from four to eight years on roll. Children attend for a variety of sessions. The setting supports children who have learning difficulties and/or disabilities. The club opens five days a week from 08.00 until 09.00 and 15.00 until 18.00 during school term times, and 08.00 until 18.00 during school holidays. There are four staff who work part-time hours with the children, all of whom have early years or playwork qualifications to National Vocational Qualification (NVQ) level 2 and 3. Additionally, a team of relief supervisors is available to cover for absences if needed, one of whom has a teaching qualification and others are qualified to at least NVQ level 3.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The staff team provide an extremely safe, welcoming and rich learning environment, with an extensive range of resources and activities that enable children to develop their independence very well. The manager and staff are dedicated, caring and considerate, ensuring each child's individual needs are fully incorporated into day-to-day planning and routines, enabling every child to develop and progress well throughout their time at the group. Inclusive practice is fully promoted throughout the club and children with learning difficulties and/or disabilities are very well supported at all times. There is an exceptionally strong partnership with parents. The pre-school provider and staff team evaluate their provision very well. This ensures they sustain the quality of provision and continue to make improvements that promote high quality care for all the children.

What steps need to be taken to improve provision further?

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

- ensuring that the training provided for senior staff in the Early Years Foundation Stage standards is shared by all staff.

The leadership and management of the early years provision

Robust systems ensure suitable staff are appointed. Safeguarding and children's welfare are notable strengths. A strong partnership with the school gives additional

security to the premises to further safeguard the children. The setting is exceptionally well led and managed. Self-evaluation is of high quality. The manager and staff take very effective action in order to improve the setting, including points for improvement from the previous inspection. Policies and procedures are of high quality. They are regularly reviewed and staff follow them closely, ensuring the children's welfare is protected and the setting is extremely well run.

Parents and children feel very welcomed in this setting. Staff communicate very well with parents and so they feel fully included in their children's learning. They involve outside agencies successfully to ensure all children make good progress, whatever their different needs. Children with learning difficulties and/or disabilities are given excellent support to help them to learn and develop at the right pace for their needs. These measures promote inclusion exceptionally well. The setting has good links with school teaching staff and draws on expert guidance provided by a qualified specialist early years practitioner employed by the parent company La Maternelle. All staff have not yet accessed the full Early Years Foundation Stage training. Staff training for safeguarding children and administering first aid and medication is regularly updated and is of high quality.

Parents contribute to the running of the club, such as when they accompany children on exciting trips. Their opinions are successfully canvassed through questionnaires and comments books. Information from these and from discussions with children and with staff is all used to evaluate the setting. This ensures that the setting continues to improve on its high quality provision.

The quality and standards of the early years provision

Staff fully promote the children's learning and their understanding of the importance of keeping themselves healthy and safe. The children love to earn points on the 'fruit chart' to show how keen they are to eat healthily. They choose activities freely and independently, overseen by observant staff who make and keep careful written notes of the children's learning. These records feed into the 'learning journey' books for each child, which are delightful records of individual learning experiences that are freely available for parents to view, along with photographic records of the rich variety of activities that take place. The children enjoy healthy snacks and have great fun preparing and sharing different daily menus during a multi-cultural week, including croissants, bagels and fajitas.

Most of the staff team share, from extensive training, an excellent knowledge of the Early Years Foundation Stage framework, effectively incorporating its content into the planned day-to-day activities. The rich and exciting programme of activities promotes children's independence as they make their own selection while also offering some adult-led activities as a balance. Games and friendly competitions promote the children's fitness and interest in a variety of sports, including football and cricket outside and an indoor tennis competition. Staff ensure all areas of the curriculum are given equal weight, promoting all round development for the children. All children make very good progress towards the early learning goals. This information is shared very well with school staff as well

as parents. Staff are careful to ensure activities are offered at a level to suit every child attending. For example, separate activity groups enable younger children and older children to have relevant and meaningful experiences at their personal level of development. As a result, they make excellent progress in their learning and development.

Visits give children lots of enriching opportunities, including exploring a 'maize maze' at a local agricultural college and a very popular visit to an ice-cream dairy farm. Excellent opportunities to use creative skills and to write come, for example, from competitions such as the one to design a holiday postcard. The children further their language and communication skills very well through relaxed but stimulating conversations with the staff while talking about, and planning, their activities. The children support their group well through the children's council, making suggestions and deciding on activities they would like included in their weekly programme. Children behave exceptionally well because relationships are excellent and all staff use a consistent approach when reminding children of the club rules they have agreed together and signed up to.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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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