

# Cheadle Stay And Play Club

Inspection report for early years provision

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**Unique reference number** EY291737  
**Inspection date** 21/09/2009  
**Inspector** Anne Sadler

**Setting address** Cheadle Primary School, Ashfield Road, Cheadle, Cheshire,  
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**Type of setting** Childcare on non-domestic premises

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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).

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.

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## Description of the setting

Cheadle Play and Stay Club is privately owned and managed. It opened in 2004 and operates from rooms within Cheadle Primary School on Ashfield Road, Stockport. The club serves children from Cheadle Primary School and uses the reception room, school hall, dining room, quiet room, toilet areas, two playgrounds and a multi-sports pitch. Children attend for a variety of sessions.

A maximum of 70 children aged under eight years may attend the setting at any one time. The club currently takes children from three years of age and also offers care to children aged eight years to 11 years. The group is open five days a week, during the school term, from 7.50am to 8.50am and 3.10pm to 5.45pm. The group is planning to provide holiday care but there has been little demand for this.

There are currently 60 children on roll, of these, 35 are under eight years and, of these, 10 are within the early years age group. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are four permanent staff, of these, two are qualified to National Vocational Qualification (NVQ) at level 3, one member of staff has an NVQ at level 2 and the manager holds a Foundation Degree.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall the quality of provision of the before and after school club is satisfactory. It has a welcoming and inclusive atmosphere and meets the needs of its children in a satisfactory manner. Relationships are positive. However, the implementation of the learning and development requirements of the Early Years Foundation Stage is not yet complete. The group has a satisfactory capacity to maintain continuous improvement.

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

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

- ensure all children are supported in their progress towards the early learning goals in all areas of learning by developing clear systematic observations and assessments and using these to plan relevant and motivating experiences for each child
- promote children's experience by providing a more varied range of activities and resources
- extend systems for effectively monitoring the provision and outcomes

through regular quality checks and self-assessment, leading to clear identification of targets for further improvement.

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

The leadership and management is satisfactory overall. The manager provides enthusiastic and energetic leadership and she knows the children and their families well. Safeguarding procedures are secure. All staff are appropriately vetted and well trained. Risk assessments are carried out daily and staff maintain all the necessary documentation to ensure the smooth and safe running of the setting.

The group has positive links with Cheadle Primary School and with parents, who receive regular newsletters about the club's activities. They speak highly about the provision and state that 'the kids really like it' and 'we have trouble getting them out!' Through discussion and questionnaires, parents' views are sought and acted upon, although at this stage their views feed only informally into the group's formal self-evaluation form. Staff have begun to consider the strengths and the development points of the club, but these have not yet been entered into an improvement action plan, which measures the impact of its initiatives. The effectiveness of driving and embedding ambition is therefore satisfactory.

The group has a history of meeting the individual needs of children well. However, it remains difficult to measure the progress of individual or groups of children, as the staff do not yet make regular observational assessments, which specify the level of the learning objective achieved or identify their next steps in learning. A larger range and more attractive resources would also impact favourably on the effect of the learning experience for the child.

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

The outcomes for children are satisfactory overall although there are strengths in the provision here. Children enjoy attending Cheadle Play and Stay Club. They are presented with a range of activities and they play co-operatively together. Staff readily join in the fun and this adds value to the play. Having fun is one of the aims of the groups and the manager and staff work hard to ensure that all children, particularly those who are new, feel comfortable in their surroundings. Planning is in place but this is activity based, and as yet it does not detail planned, purposeful play, specifically for the children in the Early Years Foundation Stage. It also does not refer to previous assessments to ensure children's learning is built upon.

One of the most impressive features of the group is the sense of security, which it promotes in the children, and their parents are in agreement about this. Whilst the club operates in a number of rooms, staff monitor their whereabouts through a walkie-talkie system. The children are trained to inform a member of staff, if they wish to go, for example, from the hall to play outside. This system allows staff

members to alert each other to the whereabouts of each child in their care. Equally impressive is the fact that the children understand absolutely why these systems are necessary. They also have a strong awareness of stranger danger. A visit from the police has helped this understanding to develop.

The children enjoy playing outdoors, particularly on their all-weather pitch. They are aware that this type of exercise helps to keep them healthy. In club sessions they work alongside the Parent-Teacher Association members to improve the environment by planting shrubs. They also work in the school garden to help grow vegetables which are served in the canteen. At breakfast time, a choice of healthy cereal is popular and the children develop a sense of independence by serving themselves.

Children are articulate and confident. They are aware that their opinions are valued and listened to. For example, they were consulted in the recent decision to move to the canteen for the breakfast club. This type of activity has helped them to progress into confident, articulate individuals. However, their progress and expertise in numeracy and information communication technology is less evident.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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