

# Cherubs & Imps - (Marlfields)

Inspection report for early years provision

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**Unique reference number** EY233386  
**Inspection date** 19/01/2010  
**Inspector** Nell Banfield

**Setting address** Marlfields C P School, Waggs Road, Congleton, Cheshire,  
CW12 4BT  
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Cherubs and Imps (Marlfields) is one of three breakfast and out of school clubs run by the same provider. It opened in 2002 and operates from a self-contained building and a nursery classroom in Marlfields County Primary School in Congleton. A maximum of 59 children may attend the breakfast and out of school club at any one time. Children from the age of three to 12 years attend the clubs. The breakfast and out of school club is open each weekday during term time from 7.45am until 9am and 3pm to 6pm. A holiday club operates during the school holidays from 8am to 6pm. Children have access to the school grounds for outdoor play. There are currently 85 children on roll. Of these, 34 are under eight and of these, 11 are within the Early Years Foundation stage. Children come from three local schools. The breakfast, holiday and out of school clubs support children with special educational needs and/or disabilities. Nine members of staff, including the manager work directly with the children. Of these, seven hold early years level 3 qualifications and one member of staff is working towards an appropriate qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The club is generally well organised, staff know children well and provide satisfactory care and support for all. However, children's records and the child protection policy are not as detailed as required. Children make independent choices from the range of activities available and enjoy the interaction with older children. Self-evaluation is informal with staff sharing ideas on how to improve provision. As such capacity to maintain continuous improvement is satisfactory.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure records contain all of the necessary information for each child being cared for (Documentation) (also applies to both parts of the Childcare Register) 25/01/2010

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

- develop staff questioning techniques to enhance children's knowledge and understanding during activities
- maintain a regular flow of two way information between providers about children's learning and development
- ensure the safeguarding children policy is in line with the Local Safeguarding Children Board local guidelines.

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

Daily checks are made of the premises and equipment to ensure they are safe. Evacuation procedures and risk assessments are followed and systems are in place to check that staff are suitably vetted and qualified. A child protection policy is in place and known to staff but is not fully in line with the Local Safeguarding Children Board guidance and procedures. Children's records do not consistently contain all the necessary information which is a legal requirement of the Early Years Foundation Stage. Any additional training and development requirements, such as knowledge and skills required to meet an individual child's needs are readily undertaken and shared amongst staff.

Records of learning and development are maintained but not currently shared with the schools attended by the children to fully support their transition. However, key information about difficulties experienced by individual children is shared. Resources are appropriate and include a range of books and displays which reflect different cultures and lifestyles. Self-evaluation is currently informal with much attention given to personal and social development.

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

Children enjoy their time at the clubs. Relationships between staff and children are relaxed with staff positively encouraging effort and recognising good behaviour. Children are happy to leave their parent or carer on arrival at the club and readily select a favourite activity, toy or game. Younger children trust, and willingly allow, older ones to show them how to do things. Staff work together to support children in their chosen activities. A range of indoor and outdoor activities are available from which boys and girls choose freely. They enjoy pool and football, construction toys and board games which develop their fine motor skills, simple calculation and problem solving skills. Communication skills are well promoted by staff in the lengthy and constant conversations around shared activities. Children feel safe in initiating conversation with staff and visitors and share their ideas, questions and thoughts. Staff readily answer and explore questions raised by the children. However, they do not make the most of activities or questions to extend learning. Children practise their counting skills in practical ways. For example, as they count and share sweets or estimate the number of raisins eaten earlier and the proportion left to eat later. However, opportunities which promote their understanding of the world around them are more limited.

Children are helped to feel safe and follow appropriate hygiene routines through effective staff supervision. For example, they are reminded of procedures when on the indoor climbing equipment and when taking turns on the slide. They are reminded of routines such as washing their hands after using the toilet and before eating. Children's individual health and dietary needs are met well through a range of healthy options available before and after school. Water and juice are provided frequently and children readily ask for drinks when they need them. Those

attending the holiday club bring a packed lunch and this is stored safely in a fridge until lunchtime.

Children enjoy a wide range of physical exercise indoors and outside. They climb on the ladders and steps around the indoor play house, play cricket and football and manoeuvre scooters and bicycles outside. They enjoy craft activities such as making flowers from different kinds of paper. Two girls confidently described how they made them and chose one bunch to take home and decided one would decorate the setting for all to benefit. Although staff on most occasions clear up breakfast and snack materials after the children, there are regular times when this is the responsibility of the children themselves. This promotes their independence and enables them to make a positive contribution to the setting.

The provision supports all children in choosing their own activities, in making up their own games or playing structured games with others, including staff. This supports the development of their creativity and their social skills. This is demonstrated in their turn taking and negotiation skills when sharing equipment or games. They take responsibility for their actions and learn about their individual choices and how they affect others. The development of these skills effectively contributes to their ability to work with others in the future.

## 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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Records to be kept) 25/01/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Records to be kept) 25/01/2010