

Cherry Tree Out Of School Club

Inspection report for early years provision

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Inspector Paul Latham

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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

Cherry Tree Out of School Club is situated at Cherry Tree Primary School, Lymm. It provides out of school care for a maximum of 32 children aged under eight years who may attend the setting at any one time. The setting currently takes children from four years of age and also offers care to children aged eight years to 11 years. All children at the setting attend Cherry Tree Primary School. It is open Monday to Friday, term time only, from 7.45am to 8.50am and from 3.15pm to 5.30pm. Children may attend one or all of the sessions each week. There are currently 51 children on roll, of these 28 are under eight years and of these 12 are within the early years age range. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register and on both parts of the Childcare Register.

The out of school club has the use of the school hall and the enclosed outdoor play area. There are six members of staff who work with the children. Of these, three hold a recognised qualification to level 3 and one is working towards a recognised qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This setting provides an outstanding opportunity for children to learn and develop. The needs of each child are exceptionally well catered for. Leaders and staff are committed to self-evaluation and recognise that this has been key to driving forward recent improvement. Children are safeguarded extremely well and their social and welfare needs are fully met. The setting is supported professionally by the main school and other networks, where best practice is shared. The setting enjoys the full confidence of parents in the community and shows excellent capacity for sustained 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:

- using self-evaluation more systematically in order to sustain ambitious targets.

The effectiveness of leadership and management of the early years provision

The management of the setting are extremely vigilant about safeguarding matters. Policies and routines are very well documented and fully meet requirements. Practice in this area is fully understood by all staff. The accommodation is safe and secure. The practice of recording children's attendance and departures is

meticulous. Individual files are kept on each child and records are maintained on injuries or illnesses. Staff training in this area is robust. There is genuine concern to ensure that all children are free from all dangers.

Self improvement is a key feature of this setting. The club's documentation of self-evaluation captures both strengths and areas for development. This has been a driving force to enable the setting to improve dramatically. Staff are always looking for ways to improve. Supervisors draw heavily on the views and opinions of parents, staff and the children themselves. Managers recognise the need to use self-evaluation more systematically in order to sustain ambitious targets. The setting is well equipped and makes the most of highly appropriate resources available, including the outdoor facilities. Staff development is a high priority and is supported by teachers who model effective practice in the main school. The local partnership network group of similar settings provides opportunities for staff to share best practice and ensure that their thinking is up-to-date. Equality and diversity is central to all activity and staff knowledge of the needs of each child is exemplary.

Parents are deeply enthusiastic about the work of this setting. They are fully involved in developments and appreciate the opportunity to make suggestions for further improvement. The parent notice board is helpful but the daily dialogue is what they appreciate most.

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

Curriculum planning is a real strength, reflecting all areas of learning exceptionally well. Staff liaise with teachers from the main school, especially those in the Foundation Stage. This ensures that activities are closely aligned to and complement children's learning during the school day. This exceptional practice is seen by parents, quite rightly, to be important. Circle time activities provide an opportunity for the children themselves to contribute ideas as seen in the 'learning tree' on display. Children's personal, social, and emotional development is of high quality. As a result, they are confident and happy and are secure in making their views heard. They cooperate extremely well and are socially mature for their age. Children express themselves well and staff help to extend their vocabulary as they talk about activities such as paper folding to make realistic paper aeroplanes. Children's behaviour at all times is outstanding.

Children respond enthusiastically to modelling and construction materials and are keen to take an interest in the range of books available. They are free to move outdoors, irrespective of bad weather when they wear appropriate clothing. Here they enjoy riding the scooters or playing with a variety of different balls. Occasionally they choose the impressive pirate ship for climbing, balancing and role play; all designed to help keep them fit and healthy. Staff are meticulous in recording children's progress each half-term with individual portfolios of photographs and comments arranged according to each of the six areas of learning. This is exceptional practice. Those with special educational needs and/or disabilities are managed with care and sensitivity.

Children appreciate snack time. Snacks such as humus and tomato salsa served with pita bread, following by fresh fruit and milk are common place. They identify food provided as being healthy.

Children clearly feel extremely safe and secure at all times and contribute their own suggestions to the 'Tree of Rules'. They make an outstanding contribution to the setting community, creating their own 'golden rules'. Some wear 'helper badges' to encourage responsibility. More recently children raised money for charity by making their own biscuits. It is clear that children achieve high levels of enjoyment. In fact, a significant number of parents comment that their children sometimes do not want to leave at the end of the session. This is not surprising given the outstanding provision.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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

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