

# Little Cherubs After School Club

Inspection report for early years provision

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<b>Unique reference number</b>	501482
<b>Inspection date</b>	25/11/2010
<b>Inspector</b>	Paul Latham

<b>Setting address</b>	Norris Bank Primary School, Green Lane, Stockport, Cheshire, SK4 2NF
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<b>Telephone number</b>	0161 432 3944
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**Email**

<b>Type of setting</b>	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

Little Cherubs After School Club was first registered in 1995 and operates from Norris Bank Primary School in Heaton Norris, Stockport. It is one of two Little Cherubs clubs owned by the same provider. This after school club caters for the children of the host school and opens Monday to Thursday from 3.15pm until 6pm, during term time only. Children have access to a classroom in the school, the computer suite, the main school hall and library area and toilet facilities. They also have access to a purpose built outdoor adventure play area. Children may access the club from within the host school or via a separate door from the playground area.

A maximum of 25 children may attend the club at any one time, of whom none may be under four years of age. The club also offers care to children aged eight to 11 years. There are currently 40 children on roll. Of these, 22 are under eight years and, of these, four are in the Early Years Foundation Stage. The group supports children with special educational needs and/or disabilities and is able to support children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The club employs four members of staff, including the manager, who work directly with the children. Of these three hold an appropriate early years qualification at Level 3 with one member of staff working towards a Level 2 qualification. The setting receives support from the Local Authority's Extended Schools Team and Care Development Adviser.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Little Cherub's After School Club meets the needs of all in the Early Years Foundation Stage. It provides good opportunities for children to learn and develop and all children are made to feel welcome. Children are safeguarded, their personal, social and welfare needs are fully met, with most of the documentation being effective in protecting them. Staff at the club have embarked on a process of self-evaluation and are now making good use of this to improve provision and outcomes for children. This is a very inclusive club where the leadership strives to make improvements, for example, in resource provision. The club has close links with the host school and its early years staff, has good support from parents, and demonstrates good capacity for sustained improvement.

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

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

- review the risk assessment so that it covers anything with which a child may

come into contact.

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

Children are safeguarded as staff have a good awareness of child protection procedures and safety checks are carried out regularly. Vetting procedures for staff are fully in place. Policies and records meet requirements and are shared with parents, particularly those new to the club. Although staff supervision is good at all times, the risk assessments do not cover access to the school corridor which children may sometimes use. Resources and equipment are of a good quality and support children's learning.

The provider has taken positive steps to improve the club facilities. The recommendations made in the last inspection report have been acted upon. The leadership now has a strong impact on the provision and children's achievements. There is now more focus and drive to improve children's learning and development resulting in effective 'learning journals' for the children. Planning of activities reflects all areas of learning. Children, parents and staff contribute regularly to the informal self-evaluation process ensuring that all strengths and weaknesses are reflected.

Staff have a good knowledge of all children, who are valued and made to feel welcome. Staff offer individual support for children with special educational needs and/or disabilities. Liaison with parents who engage actively in the work of the club is good. Children's questionnaires, home-to-school booklet and parents' handbook further promote children's continuity of care.

Partnerships are productive, particularly with the host school and the local authority childcare advisers. Staff are keen to adopt new ideas from elsewhere, enabling the provision to closely match children's learning and developmental needs.

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

Children really enjoy coming to this club. They show high levels of engagement, concentrate well and show determination to complete tasks with precision leading to good learning outcomes. Children talk in a mature way and are keen to explain their activities to their parents and visitors. All children make good progress in their personal, social and emotional development because they feel respected as individuals. Children behave well and are confident in their relationships with staff and with one another.

In all areas of learning and development, children make good progress because of an effective balance of adult-led and child-led activities. For example, children become totally immersed when manipulating images on the computer screen and are able to meet the mathematical challenge of working out totals using groups of

three. Children concentrate and take extreme care demonstrating good creative skills when using paints to decorate their clay models. They complete detailed drawings using felt tip pens, and show good command of language when talking about their efforts.

Children like the freedom to move from one activity to another and make choices about their learning. Outside, they demonstrate good physical skills as they use the adventure play equipment with skill and imagination. Children say they feel safe at the club and they use equipment with care. Snack time is an enjoyable and social experience with children concentrating carefully as they butter their own toast. They learn about healthy eating as they discuss their snacks of fruit and malt bread.

Children work well as a group respecting and caring for the equipment and facilities. They tidy up at the end of the session and help others to do the same. They make suggestions about further ideas for the setting and take their responsibilities seriously, persevering with tasks until they are completed. Children have an understanding of events that affect their immediate environment and sustainability, and contribute towards the 'Children-in-Need' appeal. Children cooperate well with each other which promotes their good outcomes in learning and development. Children's communication and inter-personal skills, their confident use of technology, including computers, prepares them well for future stages in their education.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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	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

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