

Lindow Out of School Club

Inspection report for early years provision

Unique reference number

EY280233

Inspection date

27/01/2011

Inspector

Sylvia Cornock

Setting address

Lindow Primary School, Upcast Lane, Wilmslow, SK9 6EH

Telephone number

01625 582555

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

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

Lindow Out of School Club is privately owned and managed and was registered in 2004. It is one of a number of settings owned by Superkids Ltd. The setting currently only offers a pre-school provision and operates from three rooms and the school hall within Lindow Primary School in Wilmslow, Cheshire. All children share access to a secure enclosed outside play area. The setting serves children and families who live in the local community. A maximum of 24 children aged under eight years may attend the setting at any one time. The setting currently takes children from two to five years of age. The pre-school is open Monday to Friday mornings from 9am to 1pm and from 9am to 3pm on Tuesdays and Thursdays, term time only.

There are currently 14 children on roll who are within the early years age range. The setting is in receipt of funding for early education. The setting supports children who speak English as an additional language. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting employs three members of staff who work directly with the children. The manager and one other member of staff hold Qualified Teacher Status, with the manager having also achieved Early Years Professional Status. One staff member holds a qualification at level 3 qualification in early years. The setting receives support from a local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and most learning needs are successfully promoted, with some outstanding aspects. Staff are professional and they maintain a high standard of care and education. The setting offers a stimulating and challenging environment which enables children to develop into independent, active learners. Children are valued as unique individuals and a strong inclusive ethos threads through all aspects of the setting. Recommendations from the last inspection have been fully addressed while effective self-evaluation systems means there is good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- enhance the regular two-way flow of information with parents by matching the information contained in both versions of the safeguarding policy
- review routines where possible to link the indoor and outdoor environments so that children can move freely between them
- extend opportunities for children to develop their understanding of people's

similarities and differences by providing a variety of resources reflecting diversity.

The effectiveness of leadership and management of the early years provision

Safeguarding is prioritised, exemplified by the effective recruitment, employment and induction procedures that help to ensure that staff are suitable to work with children. Staff show a good understanding of the procedure to safeguard children and know how to refer concerns to the relevant agency if required. Most documentation is well organised and clearly written. However, the information contained within the main safeguarding policy and the shorter version does not fully match. Although, the information is accurate in both versions it is currently confusing but it is shared with parents and carers. Thorough risk assessments ensure that the environment is always safe, clean and fit for use. Children are made aware of the safety procedures and regularly practise evacuation of the building in case of an emergency.

Staff's superb knowledge of the Early Years Foundation Stage effectively promotes children's welfare and progress. Staff show enthusiasm for continuous improvement and are fully involved in the detailed self-evaluation process in place in order to bring about improvement. Management undertake staff appraisals to identify future training needs. They have ongoing discussions and hold staff meetings to identify areas for development. Clear policies and procedures are in place for children with special educational needs and/or disabilities. Staff work closely with other early years professionals, parents and carers and regularly update resources and activity ideas to ensure the needs of all children are met. Staff share relevant information with other early years providers that the children attend to ensure continuity of care and learning. Staff promote and support diversity well to help children understand the society they live in. The resources are good, fit for purpose and generally support children in their development. However, opportunities to enable children to move freely from the indoor and outdoor environment are not always maximised.

Staff engage well with parents and carers and regularly discuss aspects of their child's learning and development with them. Comments in the parent's book show their appreciation of the care and education the staff give to their children. Displayed information, children's artwork and informative learning journals clearly show parents and carers the quality of care and education that is offered. Children's learning journey files are readily available to them at any time, as are policies and procedures. Parents and carers are always warmly welcomed and encouraged to continue activities at home to share in their children's progress.

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

Children are cared for in a warm, welcoming and secure indoor and outdoor environment. They arrive eager to attend and immediately get involved in an

activity of their choice. They have access to a good range of activities and experiences which are well supported by a generally wide range of easily accessible resources and equipment. The indoor play space is arranged effectively to provide good levels of challenge appropriate to children's age and stage of development. Planning is flexible to adapt to the children's requests and covers all areas of learning. This helps children to make very good progress towards the early learning goals in relation to their starting points and abilities.

Children use their writing skills well as they draw and create pictures. Some are displayed which promotes their self-esteem and a sense of belonging. They freely access the wide choice of writing materials which are placed in various areas, such as the home corner and the art and craft area. A favourite resource being the writing belts, which enable children to freely move around the environment using the various writing materials stored in the pockets to record their findings. They use language and imagination well, exemplified when they pretend to be animals in role play activities. Children are developing an excellent awareness of how to keep themselves safe because staff are highly effective in encouraging children to think about ways in which to stay safe. For example, they talk about why moving around the floor on hands and knees is not safe, because we may get our fingers hurt. Children freely access books and enjoy hearing their favourite stories read to them. They show a good understanding of numbers as they count during games, and number songs. Celebrations and festivals are carefully planned to enhance children's awareness of the wider world. However, opportunities to enhance children's understanding of people's similarities and differences by providing a variety of resources which reflect diversity are less well developed. Children develop their technological skills as they use computers and programmable toys. As well as this, the children are encouraged to develop their understanding of recycling and sustainability as they use recycled materials and place various items in the recycling containers. As a result, all children make good progress, enjoy themselves and are well-prepared for life outside the school day and future learning experiences.

Children are developing an outstanding awareness of healthy lifestyles. They enjoy an extensive range of healthy snacks and have constant access to drinks. They have daily opportunities to use their physical skills through the excellent planned daily outdoor activities. For example, children use the climbing and balancing equipment with skill. Excellent hygiene routines are encouraged and children independently wash their hands at appropriate times. Excellent praise and high levels of attention from the staff ensures children behave very well and they learn to respect each other and the environment. All children are included in all games and activities and each individual is made to feel special and valued.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----