

# You & Me. Altrincham CofE (Aided) Primary School

Inspection report for early years provision

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<b>Unique reference number</b>	318131
<b>Inspection date</b>	05/10/2011
<b>Inspector</b>	Alec Smith
<b>Setting address</b>	Altrincham CofE (Aided) Primary School, Townfield road, Altrincham, WA14 4DS
<b>Telephone number</b>	0161 928 7288
<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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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

You and Me. Altrincham CofE (Aided) Primary School out of school club opened in August 1994. It operates from the school hall and outdoor playing areas of the school premises. The club serves the school and local area.

The breakfast and after school group opens five days a week during school term times. Sessions are from 7.45am until 8.55am and 3.20pm until 6pm. Children attend for a variety of sessions. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The club is registered to care for up to 40 children at any one time, all of whom may be in the Early Years age range. There are currently 50 children from four to 11 years on roll, 12 of these are on the early years register.

Eight part-time staff work with the children. Over half the staff have early years qualifications to level 2 or 3. The setting receives support from a mentor from the local authority and Surestart.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children feel safe and settle easily in the welcoming atmosphere of this out of school club. A key person system is in place and they work very closely with parents and other providers so that children's needs are met. Children make satisfactory progress in most areas of their learning. However there are some gaps in planning for some aspects of their learning. All required policies and procedures are in place to safeguard children. The management team has some systems in place to evaluate the provision and has basic awareness of areas for further development.

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

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

- implement a quality improvement process, such as the Ofsted self-evaluation form, as a basis of ongoing internal review to assess what the setting has to offer against robust and challenging criteria
- improve observation and assessment programmes to inform future planning and link with the early learning goals to monitor progress for individual children
- provide opportunities to develop children's independence to enable them to make independent choices
- develop systems so that children have access to outdoor provision on a daily basis.

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

Children are satisfactorily safeguarded and appropriately protected because staff understand local safeguarding procedures. They are informed about child protection and have the appropriate contact details should they be concerned about a child. All staff are vetted and regularly sign statements to say they continue to be suitable. Children are kept safe in the premises as all entrances are kept secure though clear systems. For example, visitors are asked to sign in and there are high door handles on all doors. Staff regularly review and update their risk assessments, including daily checks of the environment. This means that children are protected when using the equipment.

Staff have a generally good understanding of the Early Years Foundation Stage and are further supported by the deputy manager who takes a lead on this area. This means that children are generally supported in their learning. There is a range of resources available for the children, including a selection of handheld computer games and technological equipment. This means that they are able to enjoy their learning and make adequate progress.

The setting is aware of its strengths and weaknesses. They look for ways to improve their provision for the children through regular staff meetings. For example, they plan to develop planning systems to be closer linked to their observations. However there is no quality improvement process, such as the Ofsted self-evaluation form. This means that targets are not always rigorous or focused on the correct areas to have the best impact on children's learning. They have addressed previous recommendations made by Ofsted. For example, they have formalised policies and procedures and share these with staff and parents.

The setting has a very good relationship with parents and carers. They obtain useful information about each child, such as what they can do at home and what activities they enjoy. This means that parents' wishes and children's needs are being met. Staff keep parents well informed about what children have done each day and obtain their views on different areas, such as healthy eating. There are very effective relationships with other providers, such as school and other childminders, to ensure that there is continuity of learning for children.

The staff provide activities that can be accessed by all, including those with special educational needs and/or disabilities. Children are learning to develop good attitudes towards each other, as the older children in the setting support younger children, for example they support them when using some technological equipment. The staff tackle any discriminatory comments and teach children about their own and other cultures through a range of activities, such as making pancakes for Shrove Tuesday.

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

Children feel safe and secure and enjoy being in this setting. This is because staff provide a warm welcome and are careful to meet their needs. Children move freely around and have an understanding of dangers. This is because staff and older children are positive role models. Children know how to use equipment safely, such as scissors, as staff support children and provide reminders of how to be safe.

Children are beginning to follow hygiene routines, such as washing their hands before snack, with some prompting by staff. Children are starting to make good food choices because they are offered healthy options, such as fresh water and beans on toast for snack. They engage in some physical activity outside. For example, children play football and all children are welcome to join in. However there are limited opportunities for outdoor activities. This means that some children do not get outdoor play and exercise every day.

Children are making steady progress towards the early learning goals as staff often plan activities around the children's interests. They regularly observe children and what they need to do next is identified. However the planning and observations are not always linked or matched to the Early Years Foundation Stage. This means that children's progress does not reach its full potential. Children enjoy reading stories with older children in the book area and develop early writing skills, for example, children practise writing their names on whiteboards and drawing pictures of their family. They develop their mathematical skills through a range of board games and keeping scores when playing table football. Children use a range of technological toys, such as hand held computers, to support them to develop skills for the future.

Children behave well in the setting and display a strong sense of belonging. This is because staff have set clear boundaries. They are able to choose which area they want to play in. However, children have few opportunities to make their own choices in those areas. This means that children's independence skills are not being fully developed. They are beginning to learn about their own and other cultures and beliefs because they celebrate birthdays and festivals together. For example, they celebrate Chinese New Year and make Chinese dragons and lanterns.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	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	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: Met

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