

Nevill Bears Stay and Play Club

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

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).

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

Nevill Bears Stay and Play Club provides Full Day Care and an Out of School Club at Nevill Road Infant and Junior School in the Bramhall district of Stockport. Nevill Bears Stay and Play Club was founded in 1995.

The full day care facility operates from an independent unit with outdoor play facilities within Nevill Road Junior and Infant School. The out of school care operates from the dining hall and associated facilities within Nevill Road Junior and Infant School. Outdoor play is provided within the school grounds. The full day care is open from 8.45am to 3.30pm from Monday to Friday during term time only. The out of school group operates a breakfast club from 7.30am to 8.55am and an after school club from 3.15pm to 6pm on Monday to Friday during term time only and is available to children who attend both Nevill Road Infant and Junior School.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary part of the Childcare Register. It is registered to care for 94 children from two to eight years, of these not more than 30 may be in the early years age group. Currently there are 61 children on roll attending the full day care facility of whom all are in the early years age group. There are 224 children on roll in the out of school care and of these 130 are under eight years and of these 94 are in the early years age group. The setting supports children with English as an additional language

There are 16 staff members who work directly with the children, of whom 11 hold early year's qualifications. Five staff hold a qualification at level 3, one holds a Bachelor of Arts degree with honours in Early Years Practice (BA Hons), one holds a Higher National Diploma in Early Years, Childhood and Education and one holds a Higher Level Teaching Assistant qualification. Two members of staff are working towards a qualification at Level 3 in early years and one staff member is currently studying a BA Hons Foundation Degree in Early Practice. Two staff members are qualified cooks. The setting have recently achieved the Merits of Quality Play Assurance Award and receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. Nevill Bears Stay and Play Club provides a stimulating, welcoming and inclusive environment that supports children to make good progress in their learning and development. Individualised planning and assessment records are mostly well developed to help support children's learning. Children's welfare and individual needs are fully met through the positive relationships fostered with parents, carers and other professionals. The extent to which children develop healthy lifestyles is good with mostly effective systems being in place to secure the children's health and well-being. The management and staff team is very committed to constantly evaluating the provision to ensure continuous improvement in the outcomes for children.

What steps need to be taken to improve provision further?

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

- extend further the systems in place to enable parents and carers to review their children's progress regularly and contribute to their child's learning and development record
- improve the systems in place for hand drying to minimise the risk of infection..

The effectiveness of leadership and management of the early years provision

Clear recruitment and vetting procedures ensures that all staff working with children are suitable to do so. Children are effectively safeguarded because all staff have a good understanding of safeguarding and child protection issues. There are detailed safeguarding policies and procedures in place and designated managers and staff fully understand their responsibilities to safeguard children's welfare. There are effective safety and security measures on site. For example, the intercom system ensures that no one enters the setting uninvited. Detailed risk assessments covering the indoor and outdoor areas effectively reduce the risk of accidents.

The fully qualified and caring staff team work well together. Staff deployment is well planned and effective, with high staff to child ratios. All required records, policies and procedures are well organised and reviewed regularly. The management team consistently communicates high expectations to staff about securing improvement and has effectively met all the recommendations raised since the last inspection to improve outcomes for children.

Effective systems are in place to monitor and evaluate the provision. For example, self-evaluation records are completed in detail and used well to monitor the setting's progress. Parents and carers views are well considered and acted on through the website on-line feedback. Parents and carers are kept fully up to date about the provision. Systems to enable parents and carers to review their children's progress regularly and contribute to their learning and development record are not fully developed to the same high standard. Those parents and carers spoken to at the inspection were highly complementary about the care provided and the staff team.

The manager and staff actively promote equality and diversity by ensuring all children's individual needs are fully met. They use resources imaginatively to meet the needs of the individual children. Information is shared effectively in order to facilitate good liaison arrangements with other settings, professionals and agencies. These positive relationships mean children attending with special educational needs and/or disabilities and those who speak English as an additional language are supported well.

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

All staff are fully aware of children's individual dietary requirements and preferences. Healthy snacks such as fresh fruit and vegetables are readily available throughout the day. Well planned activities such as growing and harvesting vegetables introduces children to healthy ingredients. Children demonstrate an understanding of hygiene practices. However, the practice of drying children's hands on hand towels during and after activities does little to reduce the risk of cross infection.

The staff have a thorough understanding of how children develop and learn. For example, they have completed Early Years Foundation Stage training, which is clearly reflected in the planning and assessment records. The planning system is easy to follow and all staff working with children have a secure understanding of its use. The system for assessing and recording the children's development accurately identifies children's achievements, progress and shows the staff's planning to promote the next steps in learning. Children engage in a good range of activities. They are enthusiastic and eager to learn. For instance during a junk modelling activity children test methods to secure one object to another using adhesive tape and glue.

Children are confident in their counting skills and use mathematical language in their play. They eagerly count out the plates at snack time. Children's communication, language and literacy is supported well. They have good opportunities for early literacy as they use a variety of materials to make marks and use the smart board confidently. A wide range of books are made easily accessible and children thoroughly enjoy regular story sessions. Children make sense of visual signs and symbols which are incorporated well within the environment. Children make marks and write in various forms during their play and more able children write their names using well-formed letters. Children express themselves creatively and explore various materials such as paint, sand and clay. Children enjoy dance and movement activities and experience a wide variety of musical sounds.

There is a good balance of adult-led activities as well as spontaneous play. Detailed and useful records of children's progress are used well by staff. As a result all children are given good support to enable them to make good progress. Children are happy, secure and settled at the out of school club. They are provided with a wide variety of stimulating and enjoyable activities, which meet their individual needs and stages of development. Planned trips and visitors to the setting enhance children's awareness of the wider world. For example, the local librarian has recently visited the setting to further develop children's fondness for story time. Children benefit from free access to the outdoor play area throughout the session and have great fun playing outside. Children are making good progress in their physical skills, as staff are skilled in encouraging the children to enjoy repetition in their movement and extend their physical skills. Children are involved fully in all aspects of an activity from start to finish and show good levels of

interest and perseverance due to the good adult support and direction they receive. Children develop good skills for the future as they become active, inquisitive and independent learners. Children learn how to stay safe through gentle reminders from the staff and have a strong sense of belonging and good relationships with their peers and staff. Consequently, children feel confident, safe and secure in their surroundings.

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