

Cool Stars

Inspection report for early years provision

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Inspection date

21/11/2011

Inspector

Vickie Halliwell

Setting address

Lowton St. Marys C of E School, Newton Road, Lowton,
WARRINGTON, WA3 1EW

Telephone number

01942776109

Email

headteacher@admin.lowtonsaintmarys.wigan.sch.uk

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).

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

Cool Stars Limited is operated by a private company. It registered in 2010 and operates from St Mary's Church of England Primary School, in Lowton, Warrington. The out of school provision provides care in the school hall and a designated out of school room. The setting is registered on the Early Years Register and both parts of the Childcare Register. The setting is registered for 40 children under eight years, of whom, may all be in the early years age group. There are currently 30 children on roll.

The setting is open five days a week from 7.45am until 9am for breakfast club and from 3pm until 6pm for the after school club. It operates from 7.45am until 6pm during the school holidays. During term time, all children who attend the setting are pupils at St Mary's Church of England Primary School. All children share access to a secure outdoor play area. The setting is accessible to all children and their parents and supports children with special educational needs and/or disabilities. There are a team of four staff including the manager, who hold a National Vocational Qualification at Level 4, two further staff are qualified to level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in a safe, supportive and stimulating environment, they are eager to attend the out of school club and demonstrate a very strong sense of belonging. They benefit from warm and trusting relationships with the staff, which make them feel secure. Provision for children's learning and development is good and children have access to a broad range of activities and resources that compliment their time in school and nursery. However, partnerships with others who deliver the Early Years Foundation Stage are not fully developed. Systems to evaluate the effectiveness of the provision are established, the manager has a clear vision for the future and is committed to the continued improvement if the setting.

What steps need to be taken to improve provision further?

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

- develop partnerships with other providers delivering the Early Years Foundation Stage to children who attend the setting, to ensure progression and continuity of learning and care
- develop records of children's learning and development to show their continued progression towards the early learning goals given their starting points
- update the complaints procedure to ensure details of the regulator are accurate.

The effectiveness of leadership and management of the early years provision

Children's safety and protection is assured because clear procedures are in place. Staff are aware of their roles and responsibilities in relation to safeguarding and are able to implement procedures to protect children from possible harm, including in the event of an allegation been made against a member of staff. Staff ensure children feel safe and supported, which encourages them to confide in adults within the setting. Recruitment and vetting procedures are strong and all adults have undergone checks to ensure their suitability, which further safeguards children. Risk assessments are documented and appropriate action is taken to minimise hazards, consequently, children move and play safely within the setting. Good systems are implemented to keep the premises secure and to ensure children are safely collected from their classrooms.

Space and resources are well used and children benefit from a stimulating and spacious environment as they move freely between the main play area and outdoors. The play room is well equipped with a good range of resources and play materials, which children access independently. Leadership and management is strong, the manager works directly with the children leading her staff team by positive example. Staff retention is good and the established staff team work well together. They are appropriately deployed and effectively support and meet the group and individual needs of the children. Systems to evaluate the effectiveness of the provision are in place and priorities for improvement are well targeted to improve outcomes for children. For example, accessing further staff training on the Early Years Foundation stage and providing additional outdoor toys. Attention to documentation is good, as a result, all records required for the safe and efficient management of the setting and to meet the needs of the children are maintained. Although, the complaints procedure has not been reviewed, as a result, the address of the regulator has not been updated.

The setting provides an inclusive service and the staff are positive role models who encourage children to respect and value differences. Relationships with parents are mutually respectful, all parents spoken with throughout the inspection stated they were very happy with the service they received and many commented that their children are reluctant to leave. They also stated that the staff are 'really approachable'. Parents are well informed about the daily routines, activities and meals served and they receive a brief statement about complaints and safeguarding at admission, however, they are not fully informed of the settings policies and procedures. Partnership working with the on site school are satisfactory and systems are in place to ensure information is exchanged, in order to meet children's individual care needs. However, limited information is exchanged in relation to children's learning and development.

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

All aspects of children's welfare are well promoted and children thrive in a supportive and nurturing environment. Children benefit from secure relationships with the staff and many are eager to share details of their time in school. Several children proudly show the soft toys they have made during the day. Children have regular opportunities to benefit from one-to-one or small group conversations with staff. Children talk happily and confidently with the staff and they express themselves easily and make meaningful choices about how they spend their time. For example, requesting a favourite film and sitting in comfort on a domestic style settee to relax after their day at school.

Children's good health is effectively promoted and children make healthy choices about what they eat and drink. On arrival at the setting children enjoy fruit and water, before having a substantial tea later in the evening. Most children enjoy the chilli and rice and request additional helpings, a vegetarian chilli is also available and sandwiches are provided as an alternative for children who do not like chilli.

The setting successfully meet the aim set out in their mission statement which says they aim to provide, a home away from home, where children can develop their social and other skills, whilst having fun. Children thoroughly enjoy their time at the setting and laughter can be heard throughout the evening. Children demonstrate a very strong sense of belonging. They enter the out of school club enthusiastically and become absorbed in self chosen activities. Older children are supportive of younger members of the group, providing assistance on the computer and making sure games are played fairly so everyone gets a turn. Provision for children to be physically active, is good. Children have continuous access to the outdoor play area, which is suitably equipped with developmentally appropriate play materials. These provide opportunities for younger children to acquire or practice and refine new skills, for example, riding a two wheeled bike.

Children are active and inquisitive learners. They are motivated by their surroundings and demonstrate high levels of independence, curiosity and concentration. Staff are mindful of the needs of the younger children and provide some one-to-one support. As a result, one child happily plays number dominoes, concentrating as they count the number of spots to find a correct match. Systems to monitor children's capabilities are emerging and staff have completed several observations which highlight children's interests and achievements. This information is considered when planning future activities, although, in practice, most activities are child-led to compliment the time children have spent in school. The level of staff support and the good range of resources in a well presented environment, contribute significantly to children's learning and development. However, records of children's learning do not fully reflect the progress children are making towards the early learning goals.

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	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- make copies of the written statements of safeguarding procedures and complaints procedures available to parents (CR9.1) also applies to the voluntary part of the Childcare Register 06/12/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory Childcare Register section of this report 06/12/2011