

# Schools Out Stay 'n' Play

Inspection report for early years provision

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**Unique reference number** EY293648  
**Inspection date** 06/12/2011  
**Inspector** Trudie Walker

**Setting address** Crompton Primary School, Longfield Rd, Shaw, Oldham,  
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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).

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**

Schools Out Stay 'n' Play was registered in 2004 and is owned and managed privately. The club operates from a self-contained building in the grounds of Crompton Primary School, Shaw, Oldham, Lancashire. The club has the use of the school's enclosed outdoor play area.

A maximum of 24 children aged from three to under eight years may attend the club at any one time. The club also offers care to children aged eight years to 11 years. The club operates each weekday from 7.30am to 9am and from 3.10pm to 5.30pm during term time. During school holidays the club operates each weekday from 7.30am to 5.30pm. During term time all children attend from Crompton Primary School. The holiday club welcomes children from the wider community.

There are currently 41 children on roll, of these 20 are under eight years and of these five are in the early years age group. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare register. The club supports children with special educational needs and/or disabilities.

There are four members of staff, including the manager who works directly with the children. Of these one holds a qualification at level 5 in early years, two hold a qualification at level 2 in early years and one is working towards a qualification at level 2 in early years. The club receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and very secure in this inclusive, welcoming environment. The good range of activities, planning of activities and play experiences which are mostly well organised supports children's learning effectively. The club has established strong links with parents and carers and the school to help meet the needs of children. There are clear systems in place to secure the children's welfare and safety. The management and staff reflect on their practice as part of the ongoing and effective process to maintain continuous improvement.

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

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

- develop further opportunities and resources which offer physical challenges and relevant activities for energetic play.

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

Effective procedures are in place for the vetting, recruitment, induction and ongoing training of staff. This ensures that children are cared for by staff who are suitably qualified and experienced with clear roles and responsibilities. Staff have a thorough understanding of the indicators of abuse and the procedures to follow should they be concerned about a child's welfare. Consequently, children are safeguarded well. The entrance to the club is effectively monitored to ensure children's safety and security. Comprehensive risk assessments of the environment both indoors and outdoors mean that children can move around safely and freely. The environment is bright, stimulating and children's well-being is fostered well in the very caring and friendly ethos that the club displays. The well organised environment and effective deployment of equipment and resources means children participate in a wide range of opportunities and experiences which foster their initiative and free choice. However, there are fewer opportunities and resources which offer physical challenges and relevant activities for energetic play. Staff have a strong knowledge of each child's background which helps to promote equality and diversity as their individual needs are met. Play resources and displays reflect the wider world which helps children to understand differences. Partnerships with parents and carers and the strong links with the school are well established and make a strong contribution to children's care, learning and well-being. Parents have great confidence in the care that the staff provide and are clearly happy with the service they receive.

The strong management team is fully committed to improving the quality of the club for all children and their families. Ongoing systems of self-evaluation take into account the views of staff, parents and carers and children, and clearly identify priorities for future development. The recommendation made at the last inspection has been fully implemented and outcomes for children improved.

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

Children are very happy and settled within the club. They demonstrate good levels of confidence as they independently select from a wide range of fun activities. Staff have a good understanding of the Early Years Foundation Stage and how to provide a range of play experiences which help supports the children's learning and development. Children are actively involved in the planning of activities and are regularly asked to contribute their ideas and evaluate the success of the activities provided.

Children fully participate in all group time activities, and demonstrate a strong sense of belonging. Secure relationships between staff and children are formed, they understand the rules of behaviour and consequently children behave very well. Children are developing good problem solving skills as they play. For example, children competently use instruction booklets to build and construct models. They develop a good awareness of shape, space and measure as they calculate how much wrapping paper they need to wrap presents in the role play area. A wide range of opportunities and resources to foster children's creativity are

offered daily. For example, children delight in using glitter, glue and ribbon to create Christmas decorations and others carefully colour Christmas scenes. Children practise their early writing skills as they write with a purpose in the role play area. As a result children develop good skills for the future as they become independent and inquisitive learners. Children gain a good understanding of the wider community through well planned, meaningful activities and a variety of resources. For example, books, themed activities and displays which depict positive images of age, gender, disability and culture, help children to learn to respect diversity.

Children develop a good understanding of what constitutes a healthy lifestyle. They enjoy a varied snack menu which offers a healthy and nutritious snack. The achievement of the 'Healthy eating award', which the children have been part of, including regular discussion and planned activities ensure children effectively learn about the benefits of healthy eating.. Children develop a good awareness of keeping themselves safe. For example, they know to ask a staff member to reach for resources which are stored high and may be heavy. In addition themed activities about 'people who help us' further support children's understanding of keeping safe. Children clearly feel safe and secure in this welcoming and relaxed environment.

## 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