

Tiddlywinks Out of School Club (TOOSC) at Saint Peters RC Primary School

Inspection report for early years provision

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Inspection date	12/01/2012
Inspector	Sue Heap
Setting address	St. Peters RC Primary School, Kirkway, Middleton, MANCHESTER, M24 1FL
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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

Tiddlywinks Out of School Club was registered in 2011. It is owned and managed by a private individual. It operates from St Peters Primary school in Middleton, Rochdale. The club has use of the school hall and associated facilities. There is a fully enclosed outdoor play area. The club is open Monday to Friday between 3.10pm to 6pm term time only and from 8am to 6pm during school holidays. The building is fully accessible. The club supports children with special educational needs and/or disabilities.

It is registered on the Early Years Register. A maximum of 40 children in the early years age range may attend at any one time. There are currently 27 children on roll. The club also cares for children aged between five-and 11-years-old. The club is registered on both parts of the Childcare Register.

There are six members of staff who work directly with children, all of whom hold relevant childcare qualifications at level 3. The manager has an early years foundation degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff provide an inclusive, warm and welcoming environment. Children actively participate in activities which in the main meet their individual interests and development needs. Highly successful partnerships with parents and other agencies have been quickly established, ensuring key information is shared to support children's individual needs. Children's health, safety and well-being are significantly enhanced by the robust implementation of policies, procedures and practices which are individual to the club. The club is led and managed by an experienced and highly motivated manager who, together with the staff team, provides exceptional levels of care and support for all children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop a system to check the on-going suitability of staff in order to safeguard and promote the welfare of children
- develop observation and assessment systems to identify learning priorities and plan relevant learning experiences for each child.

The effectiveness of leadership and management of the early years provision

High priority is given to safeguarding children. The manager and staff are extremely competent and demonstrate a very good understanding of their roles and responsibilities. They have a comprehensive knowledge of safeguarding issues and are fully aware of the procedures to follow should they be concerned about a child in their care. There are robust recruitment, vetting and induction procedures in place. Comprehensive policies, procedures and records underpin the safe and effective management of the setting. All staff have completed the required vetting procedures. These are renewed every three years although there is no system to check their on-going suitability. Detailed risk assessments are completed and cover all aspects of the learning environment.

The environment is well organised and provides an extensive range of high quality furniture, equipment and resources. These are made accessible through the use of low-level mobile storage units. As a result, there are excellent opportunities for children to make choices and to take responsibility for their own play and enjoyment. Children benefit from excellent supervision due to the exceptional levels of staff to child ratios. Consequently, risks to children are minimised. The whole management team has a very clear vision for the setting, has high expectations and inspires staff morale. As a result, the staff team feel valued. The club has effectively built on the knowledge gained through the proven track record built on over the years at other groups within the company. The whole staff team are to be commended for the exemplary commitment made to achieve their goals in the short time the club has been opened. Self-evaluation is exemplary at all levels through a variety of methods and includes staff, children and parents. This enables the management and staff to competently identify the club's strengths and areas for development.

Methods to promote equality and diversity thread through the whole setting. This is successfully achieved through planned activities and the use of role play equipment. High priority is given to nurturing children's individual identities. Staff dedicate time getting to know the children and their families through the gradual admission process. This means that excellent relationships are fostered from the beginning and help ensure that children feel safe and secure. Good links have been established with the early years teacher at the host school, which ensures continuity of care and support for all children in the early years age group. Parents are very well informed regarding their children's care and can speak to their child's key person at any time. The relaxed and friendly way that daily information is exchanged ensures that children's changing needs are consistently met. Parents access a wealth of information regarding the group through the use of a parents' notice board, monthly newsletters, policies and procedures. Parents express highly positive views of the club through the Parent's voice book.

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

Children are engaged, confident and very happy in a warm and welcoming nurturing environment. They have good opportunities to take responsibility for their own learning and play as they access a wide range of activities and resources both indoors and outdoors. Staff interaction is commendable; staff know the children very well and competently support them as they play. Staff observe and assess children and record their progress towards the early learning goals. These folders contain both written observations and photographic evidence of children's learning and progress. The manager liaises termly with the early years teacher regarding children in the early years age group. They share information and ensure that children's individual needs are fully supported. Currently, the next steps in their learning are informally planned for.

On arrival children receive a very warm welcome from staff who are genuinely interested in their day at school. Children are very aware of the routine. They hang up their coats and belongings and immerse themselves in their surroundings. Children play well independently and with their peers. A group of children eagerly engage in role play activities, using small world figures. Other children take great enjoyment of making and playing with paper aeroplanes, involving the staff in their games. A source of great interest is the ability to paint on large sheets of paper placed on the floor with rollers, sponges and brushes. This enables children to use their creativity, imagination, physical skills and develop their spatial awareness. Children enjoy being outdoors, where they engage in playground games, balancing on skittles or ball games. Children are valued and encouraged to take an active part in the running of the setting. They have been involved in making their own ground rules for the club and their views are recorded through the Children's voice book.

Meal times are relaxed, friendly social occasions and great emphasis is placed on making this an enjoyable and attractive experience. Tables are laid with colourful cloths, vases of flowers and napkins. Children eat heartily from a selection of well-balanced nutritious meals, such as soup, brown bread and crackers. They regularly help themselves to fruit throughout the session to keep their energy levels up. Good hygiene procedures and practices ensure that children's health and well-being is successfully promoted.

Children have a good awareness of how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, children are fully aware that they must inform staff if they wish to go outdoors and write their name on the whiteboard. They take part in regular fire drills which means they learn what to do in an emergency. Children are polite, well-mannered and show concern for each other as they play and interact together. Their contributions and achievements are fully recognised. Their knowledge and understanding of the world is good as they access resources and equipment which reflect diversity, information and technology and use exploration tools, such as magnifying glasses and magnets. Moveable boards are used to display key words

which link to current themes, children's interests or the time of year. As a result, children are very well prepared for their future learning experiences.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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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

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