

# Anderton Cool Kids

Inspection report for early years provision

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**Unique reference number**

EY361978

**Inspection date**

07/02/2012

**Inspector**

Denise Sixsmith

**Setting address**

Anderton Primary School, Babylon Lane, Anderton,  
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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

Anderton Cool Kids club is managed by a voluntary management committee and has been registered since 2007. It is situated in Anderton Primary School in the Anderton area of Chorley, Lancashire. The areas used for the club include the music classroom, school hall and associated facilities. All children have access to a secure enclosed outdoor play area. The out of school club is open each weekday from 8am to 8.50am and 3.20pm to 6pm during term time.

A maximum of 32 children from four to under eight years may attend the club at any one time. There are currently 70 children on roll. Of these, 31 are under eight years and three are within the early years age group. Children attend the club for a variety of sessions. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register by Ofsted. The club provides care for children with special educational needs and/or disabilities. Children attend who have English as an additional language.

There are seven members of staff, including the manager, of these, four of the staff hold appropriate childcare qualifications. The club receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are welcomed and included in this well-organised and child-orientated out of school club. They make good progress in their learning and development because the club is inclusive and the staff care about the children's well-being. The management have a positive approach to maintaining continuous improvement and appropriate policies and procedures are in place to protect children. Records are well maintained, however, one aspect of required information is not in place. Parental support and close links with the school ensure that children are very happy and settled at the club.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the following is obtained from parents in advance of a child being admitted; information as to who has legal contact with the child, and who has parental responsibility for the child. (Safeguarding and promoting children's welfare)
- 10/02/2012

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

- improve the systems for the organisation of the setting by further developing the self-evaluation and quality improvement process through assessing what the setting offers against robust and challenging quality criteria.

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

Clear systems are in place to help safeguard children and promote their welfare well. Staff attend relevant training in safeguarding and in addition, two staff members have attended the Level 2 nominated person training. An appropriate written child protection and safeguarding procedure is in place and used alongside the local authority safeguarding policy. This ensures that staff are able to take prompt action if they have any concerns regarding children's welfare. In addition to this, risk assessment records and checks are in place. All required records are in place, including details relating to the children are collected at the start of their placement. However, information about who has parental responsibility and who has legal contact with the children is not in place, which constitutes a breach of requirements. Most staff hold appropriate early years and/or play work qualifications. Robust systems are in place to ensure the ongoing suitability of staff to work with children, including vetting checks. Confidential information is organised and stored appropriately. The majority of staff hold current first aid certificates to ensure that minor accidents to children can be dealt with appropriately.

The environment is welcoming, accessible and inclusive. Staff deploy themselves effectively to support the children, enabling them to use the hall and the designated club room as they chose. Good staffing ratios are in place, ensuring that the younger children receive good support as needed. The premises are clean and well maintained. Staff ensure that the rooms are set out with some activities prior to children arriving. Recommendations from the last inspection have been implemented successfully to improve outcomes for children. This shows the positive approach that staff and management have to improving the quality of the service. Although, self-evaluation systems are still at an early stage of development, some plans for the future of the club are being explored, for example, a trip and a visit by an insect expert. The club promotes equality and diversity by creating an inclusive environment where all children and their families feel welcome. Children are valued as individuals. The activity programme, includes the celebration of festivals, both seasonal and cultural as they occur throughout the year.

Relationships with parents are friendly and relaxed as they talk about care arrangements and the day's events at collection time. A set of policies and procedures are available for parents and information about the club is included in the school newsletter and website. However, some items displayed on the club notice boards are out of date. Parents spoken to at the time of the inspection are very happy with the care provided by the club. They state that 'it is fabulous, has good snacks and plenty for the children to do'. Parents also state that staff are always approachable and friendly. The club has very close links with the school

and works in partnership with school staff to support children's needs.

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

All adults working in the club have a good knowledge of the children's needs and their development and learning requirements. They develop good relationships with children in the early years age group. Young children enjoy the club very much, especially as it gives them an opportunity to play and learn alongside the older children. Learning journey books produced by the children and their key workers, show children's experiences and artwork while they are at the club. Clear observations are linked with the areas of learning to enable development to be outlined and added to the planning. Children develop their concentration skills, interactions and conversations with each other and with the staff very well. They become involved in games, puzzles and construction for extended periods enabling them to develop good problem-solving and reasoning skills. For example, they work together to construct a castle using the moon sand and then with the encouragement of the staff, take photographs of their achievement. Children also enjoy playing active games outside when the weather is good or domestic play and building dens, in the hall when it rains. Much of the children's time in the club is spent talking with friends and in freely chosen activities. Children state that they particularly enjoy playing with the junk modelling material as they like to make things. They also enjoy the bingo games, role play and the pool table in the hall. Children acquire good skills and abilities, which are appropriate to their age and their progress. This ensures that they are prepared well for future learning.

Children feel safe at the club and know that staff will help them if they need them to. The staff know the children well. They use positive language with them and encourage them to persevere, take turns and be helpful to each other. Relationships between children and staff are good. Children know that staff value them and will always respond to their suggestions and requests. Staff are reassuring. They speak kindly and calmly, encouraging good peer relationships by engaging children of all ages in common activities. Through this interaction, children feel safe and secure in the club and a very pleasant busy atmosphere is created. Children's health and safety is promoted well as they freely access the cloakroom and see to their own personal needs, although, staff are available if support is needed. Children know that they must wash their hands before eating or after using the toilets. Drinking water is readily available to the children throughout the session as is a bowl of fruit. Children sit together in a social group to enjoy snack at a time of their choice at the start of the session. They enjoy a choice of chicken or ham sandwiches or naan bread with cheese followed by a fresh pear from the fruit container. Contributions to the menu contents are made by the children, who state that pasta with sauce is one of their favourites. Children learn about personal safety as they practise fire drills, pick up toys and use resources responsibly. They have made up the rules of the club and display these on the cupboard door. Documentation is in place, which informs staff of any health or dietary issues children may have. Records are kept of accidents or incidents and

shared with parents to ensure the welfare of the children.

## 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