

Schools Out @ Well Green Primary School

Inspection report for early years provision

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Inspection date	23/02/2012
Inspector	Jacqueline Hardie

Setting address	Well Green Primary School, Briony Avenue, Hale, Altrincham, Cheshire, WA15 8QA
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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 is based at Well Green Primary School and is one of seven out of school clubs run by Elmscot Day Nursery Ltd. It opened in 2007 and operates from the school hall at Well Green Primary School in the Hale area of Trafford. The after school club opens five days a week term time only and operates from 8am to 9am and 3pm to 6pm.

The club is registered on the Early Years Register. There are currently 47 children on roll. A maximum of 70 children aged under eight years may attend the club at any one time. The setting also makes provision for children older than the early years age group which is registered on the compulsory and voluntary parts of the Childcare Register.

There are four staff employed, of whom four hold a relevant early years qualification. The registered provider and manager operate as supernumerary staff. The setting receives support from Trafford, Children and Young People Services.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting provides a high quality service where children flourish in a child-centred, enabling environment. Highly effective partnerships between the after school club, parents and the school significantly contribute to the setting's knowledge of individual children to ensure their needs are fully met. A committed and motivated staff team effectively implement the setting's policies and procedures to ensure children's welfare is fully protected. Children are making excellent progress towards the early learning goals as their learning is purposefully promoted. Strong leadership and close monitoring of the quality of the provision demonstrates the settings commitment to continuous improvement.

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 further opportunities for partnership working where children receive care in more than one setting.

The effectiveness of leadership and management of the early years provision

Children are exceptionally well safeguarded in the setting because all staff have received extensive external and internal safeguarding training. A comprehensive

safeguarding policy is in place which is easily accessible to both staff and parents. Robust risk assessments are carried out, covering all aspects of the setting and the activities they undertake. Sensible security measures are taken throughout the setting to ensure the children are safe within the building. References and Criminal Record's Bureau checks are undertaken on new staff and all new staff members undergo a thorough and dynamic induction programme. This ensures all staff gain an excellent understanding of the policies and procedures. Staff create a rich and imaginative environment both indoors and outdoors to excite children and keep them motivated to learn. All children are expertly challenged by highly skilled professionals to make outstanding progress.

The staff team are extremely reflective in their practice. They have a system of self-evaluation which helps to systematically identify the setting's strengths and areas they wish to enhance further. All staff actively contribute to the evaluation process which means that it is meaningful and highly effective. The setting aims to develop this further and use it as a way of ensuring continuous improvement.

The utmost priority is given to establishing excellent partnerships with parents to ensure they are fully involved in the life of the setting. A planned introduction to the setting is organised enabling both the child to settle and the parents to be confident in the placement. The parent and child fill out an interest sheet which allows the key worker to be fully informed about the children. Effective partnerships with other providers and professionals ensure that all children's individual needs are well met. Staff have established good relationships with the attached school and meet termly with the class teachers to discuss priorities for learning and development. They hope to develop this relationship further to help them to continue to deliver outstanding practice.

Equality and diversity is at the heart of the setting and staff are exemplary in meeting all children's individual needs. They run highly innovative workshops that allow children to understand and bring meaning to equality and diversity issues. For example, they ran a session on children with disabilities; they asked the children to sit in a wheelchair to feel how challenging this could be.

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

All staff are extremely confident and knowledgeable about the Early Years Foundation Stage. The setting draws on the outstanding skills of the early years practitioner who is part of the senior management team. Planning is meticulous and children's individual needs are met. All children make excellent progress in relation to their capabilities and starting points. Children are developing their abilities to be skilful communicators and competent learners as they undertake their many vibrant play activities. Adults provide excellent opportunities to extend the learning as required. This enables children to learn through their experiences. The dynamic organisation of each session enables time for planned activity with their key worker. This is carefully thought out to meet the needs of each child.

There are good opportunities for free play where children make choices and move freely around the environment.

A simple activity outside on balancing beams provides the children with an excellent opportunity to develop awareness in all areas of learning which is supported extremely well by staff. For example, as children lose interest in the activity a highly skilled key worker extends their play by adding the element of time. They develop their physical skills by balancing and jumping. They enhance their mathematical language as they discuss the difference in the time taken to complete the course. They extend their language as they talk to their peers and give instructions to new children as they join the activity. They learn the importance of good hygiene as they are told to wash their hands if they slip off the beams. This enables them to develop a good sense of time as they discuss that tomorrow they are going to be quicker.

Staff actively promote healthy lifestyles. Children have regular access to fresh air and exercise. The setting has been given an award for health eating by Trafford Council. All snacks are freshly prepared and the children independently serve themselves. Menus are displayed for parents to see and they are reviewed regularly. Children are asked for their input which means they have an excellent understanding of healthy foods. Children have excellent knowledge of how to stay safe. For example, as they drink water from a beaker they sit down as they have been taught that it is dangerous to walk around with drinks. They are well aware of the impact on themselves and others. This shows that they are developing an understanding of how to keep themselves and others safe.

Staff observe children regularly and use a rigorous assessment to ensure that all children's individual needs are met. Each child has their own learning story which paints a unique and vibrant picture of each child. As a result, children are fully supported in all aspects of their learning and development. Children have access to a wide range of information, communication technology to develop skills for the future. For example, children independently access the computer and select the programmes they want to play.

All children understand the rules and boundaries in the setting. Staff use positive behaviour management strategies and fully understand each child's needs and backgrounds. This means that all children are treated with respect and their needs well met. Children are developing respect for themselves and others as staff positively promote other beliefs and cultures. This enables children to develop their understanding of the community they live in.

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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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