

# Schools Out @ Bowdon Church School

Inspection report for early years provision

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**Unique reference number** EY360501  
**Inspection date** 21/03/2012  
**Inspector** Juliette Jennings

**Setting address** Bowdon Church School, Grange Road, Bowdon,  
ALTRINCHAM, Cheshire, WA14 3EX

**Telephone number** 07931 345 856

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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 @ Bowden Church School was registered in 2007. It operates from classrooms within Bowden Church School in the Bowden area of Trafford. The setting serves the local area, is accessible to all children and there are outdoor play facilities available.

The setting opens five days a week from 7:45 am until 9 am and from 3 pm until 6:30 pm during school term times. The setting is also open in school holidays from 7:45 am until 6:30 pm. The club does not open in the Christmas holidays. Children are able to attend for a variety of sessions.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 80 children may attend the setting at any one time, all of whom may be on the Early Years Register. There are currently 15 children attending who are within the early years age range. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 10 members of childcare staff, eight of whom hold appropriate early years or playwork qualifications. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are making outstanding progress in their learning and development because the provision for children is exemplary. Partnerships with parents and others are highly effective and the views of all parents and children are valued and respected. Learning is supported well because the team are enthusiastic about providing an exciting, interesting and child-orientated environment for all children. Children are consulted and their views are taken into consideration and acted upon so that they have a real sense of ownership of their setting. Leadership and management is outstanding and inspirational. Leaders have a strong commitment to self-evaluation and a clear plan for ongoing 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:

- consolidate and reflect on the self-evaluation process in order to maintain the outstanding outcomes for children.

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

Comprehensive policies and procedures are implemented very effectively to ensure that children are safeguarded at all times. This includes a robust recruitment and induction procedure, as well as regular review of procedures to ensure that these work in practice. The staff are proactive in supporting children to have ownership of the club and consults with them on a regular basis, and this allows children to be completely at ease, confident and safe.

The organisation and planning for continuous improvement of the setting is exemplary. Systems are extremely effective in ensuring an excellent provision for children and there is a strong commitment to ongoing reflection and evaluation. For example, the staff team record ideas in a reflections book and these ideas are taken forward and focus groups look at various aspects of the provision at regular intervals. In addition, training is a priority and ensures that staff can develop their knowledge and understanding of early years and childcare in order to improve outcomes for children. Leaders recognise the importance of continued reflection and self-evaluation to continue to improve outcomes for children. The space is organised extremely well, with thought and consideration, and effectively meets the needs of the children.

The setting is fully committed to working in partnership with parents and others. The views of parents are sought on a regular basis so that their thoughts and views can be listened to. This is fully enabled through questionnaires, surveys, comments books and a suggestions box, as well as daily consultation and discussion. Parents are very well informed about their children's involvement in the setting and there is also a very effective communication system in place that enables strong links with the school.

Children's needs are met because the staff know them so well and liaise with parents and others to ensure consistency of care. Excellent partnership working takes place to ensure that every child receives a high level of support. Children are consulted about their views and suggestions and this allows them to be completely involved in, and take a lead in their club. This is further supported by extensive policies, procedures and systems for ongoing reflection and review.

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

Children are supported extremely well in developing a secure knowledge of staying safe. Staff reinforce safety at times such as outdoor play, or collection from classrooms prior to going to after school club and children behave exceptionally well at these times, adhering to consistent and realistic boundaries. In addition, other ideas are used to encourage awareness of keeping safe, for example, children must complete an 'online safety' training course specifically designed for children to enhance their awareness of being safe online.

The opportunities and provision for children to be healthy is excellent. Children thoroughly enjoy an extensive range of healthy food at tea, which is offered very quickly after they arrive at the setting because staff acknowledge that children are hungry at this time. Children are able to have second helpings, as there is plenty of food available, such as chicken wraps, salad, crumpets, toasted muffins, wholemeal sandwiches and fruit. In addition, a snack station is available throughout the session so that children can enjoy fruit and a drink with their peers as they choose. Children know about hygiene procedures and these are fully implemented by staff. They have the opportunity to develop their understanding of good hygiene through sessions such as a recent hand washing workshop which was developed and delivered by the management team.

Children enjoy an extremely well-organised space and a child-orientated routine fully supports them in their learning, acknowledging that they have been busy in a structured school day. A great deal of thought has gone into the best way to organise the three rooms for the children attending and children have been fully consulted in this process. The younger children have dedicated space across two rooms, which are used extensively for child-initiated play and any adult led activities on offer. Children are able to develop their physical skills, and team games encourage children's social skills very well. There are excellent opportunities for children to spend time with their friends and engage in favourite activities such as ball games, small world play, model making, creative activities or to spend time doing their homework. Adults are committed to, and enthusiastic in, engaging children in a wide variety of age-appropriate activities such as puppet shows, dressing up, arts and crafts and modelling.

Skills for the future are supported exceptionally well. Children are encouraged by skilful and enthusiastic staff to comment and make decisions on the activities, resources and play opportunities on offer. In addition, they develop life skills such as team work through co-partnerships with staff and greater awareness of the wider world of information technology when they partake in a course which highlights safe internet access, thus enabling children to become much more self-aware. Homework clubs give children the opportunity to prioritise important school work, and access to a variety of after school activities supports a broad developing knowledge and understanding of the world around them. Children enjoy Tae Kwon Do, science workshops, sport and drama courses, as well as, trips out in the local area. These include trips to local historic houses, museums and the zoo.

Children are fully enabled to develop their self-esteem and individuality because staff are proactive in listening to and acting on children's views. The children's council enables children to pass on ideas about how the club is organised and the activities on offer. This consultation consolidates children's role in the setting, allowing them ownership of their group.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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