

# Greenlands Out of School Care Ltd

Inspection report for early years provision

---

|                                |  |
|--------------------------------|--|
| <b>Unique reference number</b> | EY316348   |
| <b>Inspection date</b>         | 02/02/2012   |
| <b>Inspector</b>               | Elisia Jane Lee  |
| <b>Setting address</b>         | Garrett Hall School, Garrett Lane, Astley, Tyldesley,<br>Manchester, Lancashire, M29 7EY |
| <b>Telephone number</b>        | 07941 876386 or 07852930765  |
| <b>Email</b>                   |  |
| <b>Type of setting</b>         | Childcare - Non-Domestic   |

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Greenlands Out of School Club is registered to an individual provider. It was registered in 2006 and is based in Garrett Hall School, Astley. The club operates from the school hall, Year 1 classroom, the dining hall and associated facilities. There is access to secure outdoor play areas.

A maximum of 48 children under eight years may attend at any one time. The club currently takes children from three years of age and also offers care to children aged eight to 10 years. It operates Monday to Friday from 7.15am to 9am and from 3pm to 6pm, during school term time. During school holidays, the club operates from 7.15am to 6pm as and when needed. Children from the local and surrounding area attend. There are currently 89 children on roll, of whom 15 are within the early years age group. The club supports children with special educational needs and/or disabilities. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff, including the manager, who work directly with the children. Of these, one holds a qualification at level 4, four hold level 3, and two are unqualified. The club receives support from Sure Start.

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

Overall the quality of the provision is good.

Children's welfare and learning needs are successfully promoted. Children make good progress in their learning and development. They enjoy a wide range of highly enjoyable activities and resources, although opportunities for them to access other resources are limited. Systems for observing children are mostly well organised. Children are valued as unique individuals and a strong inclusive ethos threads through all aspects of the club. Children's progress is effectively shared through good partnerships with parents and carers and purposeful partnerships with other professionals. The club uses self-evaluation and review procedures to ensure their service is continually improving.

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

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

- increase opportunities for children to access multi-cultural resources
- ensure next steps are identified after observations have been undertaken.

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

The strong management team ensure the safety and welfare of children is given high priority throughout the club. Arrangements for safeguarding children are good

and understood by all staff. Effective recruitment, employment and induction procedures are in place to protect children. Policies and procedures are reviewed on a regular basis by staff and parents to ensure they continue to meet requirements. The organisation and management of the club is good, with the focus always being on improving outcomes for children. For example, staff ensure that the environment is always safe through risk assessments and safety checks. Staff organise the space and resources within the indoor and outdoor areas with skill, offering a comprehensive choice of experiences.

The management team are actively involved within all aspects of the club and are eager to achieve the highest service standards. This is demonstrated by staff undertaking further qualifications to support their existing expertise. Regular staff meetings and ongoing self-evaluation systems are in place. The recommendations raised at the previous inspection have been addressed, which has a positive impact on keeping children safe. Staff have created a warm, friendly and relaxed environment. The available resources are used well and support children's learning and development. An equality and diversity policy outlines a commitment to promoting inclusive practice. However, currently there are limited multi-cultural resources. This limits children's opportunities to access a wide range of inclusive resources and further develop their knowledge of equality and diversity.

Staff have a good knowledge and understanding of individual children, and as a result their needs are well met. Children with special educational needs and/or disabilities are well supported through staff's close partnership working with other professionals. Effective systems are in place to work alongside other settings to ensure progression, continuity of learning and a smooth transition of all children. Partnership with parents and carers is given a high priority. Parents' views are sought through discussion and questionnaires, ensuring that they contribute to the development of the club. Parents and carers are complimentary on the service received and discuss how children are happy and relaxed within the setting.

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

Children enjoy a wide range of play experiences and make good progress in their learning and development. Staff are knowledgeable and know the children well, planning activities which take into account their interests and capabilities. Observations are undertaken regularly, however, current systems do not always identify next steps in learning. Children's interests are developing well and they are quickly learning how to be positive and considerate people with a desire to participate and achieve.

Children are warmly greeted at the door and show an extremely strong sense of security. All children progress in their personal, social and emotional development as staff are effective at encouraging children to participate in routines and give consistent praise. This promotes children's self-esteem and builds their confidence. Children's behaviour is good and they play cooperatively with their peers. Staff provide a wide selection of resources to enhance children's communication, language and literacy skills. Children understand that letters represent words. For

example, they take part in an activity using cards to identify letter sounds, which support their phonic skills. Children demonstrate good listening skills, concentration, and numeracy skills as staff facilitate skipping games during outdoor play.

Children's creativity is supported through a wide range of role play equipment, mark-making resources and media. For example, children use small world play figures to create fantasy worlds, supporting imaginative play. All children have fun and enjoy the outdoors, where they can choose activities to develop their creative and physical skills. They become interested in the environment by planting seeds and taking part in picnics. All children are valued and engage in an adequate range of activities and experiences which help them to value diversity.

Children's welfare is effectively promoted. For example, children are taught how to be safe through ongoing discussions and taking part in evacuations of the building. The provision of healthy snacks is well organised and the children show a comprehensive understanding of healthy eating and exercising as part of a healthy lifestyle. Children have good opportunities to use programmable toys and equipment, such as laptop computers, handheld consoles and cameras. Consequently, they effectively develop their skills for the future.

## 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

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

### 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 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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 |
|--|-----|