

The Parachute Club

Inspection report for early years provision

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Inspector	Karen Molloy

Setting address	The Gate Primary School, Bristle Hall Way, Westhoughton, Bolton, Lancashire, BL5 3QA
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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).

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

The Parachute Club is privately owned and moved to its current premises in 2007. The facility is in Westhoughton, near Bolton. It operates from the halls and community room of The Gates Primary School. The club also serves three other local primary schools. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children may attend the club at any one time. There are currently 187 children on roll, of whom 67 are within the early years age range. All children share access to an enclosed outside play area.

The club is open each week day from 7.30am to 9am and from 3pm to 6pm during term time. The club is also open in school holidays from 7.30am to 6pm, with the exception of Christmas week. The setting supports children with special educational needs and/or disabilities and also supports children who have English as an additional language. The provider employs seven members of staff, of whom six hold appropriate early years qualifications. There are also three volunteers.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The manager and staff are passionate about and very effective in ensuring all children enjoy their time in a fun and safe environment. The needs of children in the early years age group are well understood, and excellent provision supports their learning through an extensive range of resources and interesting activities, which enable children to progress extremely well. The club works in exceptionally close partnership with its host school and with parents to ensure the needs of all children are met. The owner-manager reviews the provision rigorously, identifies what can be improved and drives ambition extremely well, with the result that the club has an outstanding capacity to improve further.

What steps need to be taken to improve provision further?

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

- developing self-evaluation further to include children's feedback.

The effectiveness of leadership and management of the early years provision

Children are very well protected in the setting because safeguarding is a high priority. Policies, procedures and risk assessments are detailed, regularly reviewed and understood well by all staff. A robust recruitment procedure is in place, and all staff are suitable to work with children. They attend regular training to keep up to date with current practice and understand what to do if they have any concerns

about a child in their care. There is a high level of awareness of any potential hazards to the children, and all risks are thoroughly assessed. Parents and carers comment they are confident that their children are very safe. There are extremely good strategies to ensure the safety of children as they use the premises; daily checks are carried out, new staff uniforms ensure staff are easily identifiable, a password system is in place and walkie-talkies are used when children are outdoors, to ensure effective and prompt communication. This means that children move safely and freely around the setting.

The club runs particularly smoothly, and staff work as an extremely strong team. They share information about the children and look for innovative ways to improve their provision. The manager of the club is totally committed to ensuring that all children enjoy their time, make independent choices and participate in a wide range of activities so that they make excellent progress. Resources are plentiful, of good quality, and are appropriate for all ages of children. They are very easily accessible, which encourages children to make independent choices. Staff are committed to constantly ensuring the best outcomes for the children. They constantly reflect on their practice and self-evaluation involves all staff, parents and carers. Although not yet woven into the self-evaluation process, children's meetings offer an opportunity for them to share ideas and have an influence into the organisation of the setting.

Partnerships with parents and carers are excellent, and information is regularly shared through regular newsletters, a notice board, daily conversations and a comprehensive parents' handbook. Parents and staff complete an Early Years Foundation Stage parents' pack when new children start to gather useful information about them. This means that parents' wishes and children's individual needs are effectively met. Parents and carers value the club and describe the staff as brilliant. They also state that their children insist on attending in the holidays, even when parents are not working, children love their time at the club, trips are amazing and they would thoroughly recommend it. Partnerships with others, such as the host school, are very strong. The school actively supports the club and both sets of staff attend meetings to ensure the needs of the children are fully met.

Children are known very well and treated as individual;, as a result, the setting promotes equal opportunities exceptionally well, and all children are fully included in the setting. Children with special educational needs and/or disabilities are very well supported through clear planning to meet their particular needs and through the involvement of other agencies to support their progress . As a result, children are happy and confident and mix well with each other and the staff.

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

The quality of children's care, learning and development is outstanding. Children are very happy and settled at the club. They form positive and trusting relationships with adults, who are good role models for them. Staff interact with children enthusiastically, they listen well and acknowledge children's comments

and requests, responding appropriately and effectively. In turn, children approach staff confidently and are keen to tell them about their day. Children of all ages form firm friendships, which promotes their well-being and social skills. Staff have an excellent understanding of the learning and development requirements of the Early Years Foundation Stage and provide an extensive range of activities to promote them. Their planning, observation and assessment systems are detailed, informative and effective. All areas of learning are thoroughly covered, and children have input into the planning. This means that staff are led by children's interests, which further supports their learning and enjoyment and ensures they are fully engaged in their play.

Children develop a very good knowledge and understanding of the world. They participate in a wide range of activities and exciting trips. Barn Owl Bill's visits to the club have introduced the children to various owls, enabling them to find out about and hold them. Trips to a penguin centre, a discovery museum, a large aquarium and Blackpool Tower widen their knowledge of nature, animals and space, as well as being lots of fun. Children's imagination is fostered extremely well through a broad range of resources such as small-world play, puppets and theatre, home corner and hairdressing equipment, where children take great delight in using the wigs to practise their hairdressing skills. Children's personal, social and emotional skills are promoted extremely well. Younger children play cooperatively with older children, who learn to be sensitive to the needs of younger ones. They are comfortable and relaxed on the sofa as they watch some television with their arms round each other. Younger children have their own table at snack time, which provides them with a quieter area while still being among the rest of the group. Children have good opportunities to take responsibility, which fosters their well-being. For example, they help plan the activities, draw up club rules, organise the outdoor area, tidy away and attend children's meetings. As a result, they take a pride in their club and feel a sense of ownership.

Children's good health is promoted very well. During hot weather, time is organised to ensure they take a break and have a drink, with water and snacks readily accessible throughout the time outdoors. Keep-fit sessions have been introduced and promote active exercise. Children help to organise the outdoor area and use the school field well. They enjoy a wide range of outdoor activities, such as construction, rounders, climbing equipment and racquets. Therefore, they benefit from regular fresh air and exercise as well as developing their physical skills. Children adopt good habits relating to their personal hygiene, such as washing hands before snack time. They learn how to keep themselves safe through good practices such as being familiar with the sensible club rules and carrying out regular evacuation drills.

Children's behaviour is excellent, they play well on their own and cooperatively. Birthdays are celebrated and their work is displayed; this contributes to their confidence and self-esteem. Children show care for each other, for example, older children help younger ones; they hold their hands and help engage them in activities. They mix with children from other schools, as well as across age groups; as a result, children are developing very good skills for the future.

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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

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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