

Simply Out of School Garston

Garston Urban Village Hall, 70 Banks Road, LIVERPOOL, L19 8JZ

Inspection date

Previous inspection date

19/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children have warm and friendly relationships with their key person.
- Staff are enthusiastic, motivated and knowledgeable.
- Children enjoy fun activities and play cooperatively together.
- Parents are happy with the way their children have settled and feel that they are well cared for.
- Children are encouraged to take part in risk assessments.

It is not yet outstanding because

- Children do not have free access to the outdoors on a daily basis.
- There are minimal toys and resources that reflect the cultures and beliefs of the wider community.
- There are no quiet restful areas provided for children, who may want to relax.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector looked at children's learning journeys, planning documentation, a selection of policies and procedures and children's records.
- The inspector observed activities in the main playroom and checked evidence of staff's suitability, qualifications and training.
- The inspector spoke to parents, staff and the manager.

Inspector

Valerie Aspinall

Full Report

Information about the setting

Simply Out of School Garston is run by an individual provider and was registered in 2012. It operates from the small sports hall and Aintree room in Garston Urban Village Hall, Liverpool. There are full disabled access and facilities. There is a fully enclosed bowling green available for outdoor play. The provision is accessible to all children and serves those attending the local primary school.

The provision opens Monday to Friday for 48 weeks of the year. Sessions term time are from 8am to 9am and 3.15pm to 6pm. The holiday club runs from 8am to 6pm. Children

are able to attend for a variety of sessions. The provision is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. There are currently two children in the early years age range on roll.

The provision has a manager/provider, who has a degree in Early Childhood Studies. Plus one member of staff to work with the children, who has a National Vocational Qualification to Level 3. The club is a member of the Out of School Learning Alliance.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- encourage children to value and respect others by promoting diversity and difference through a range of toys, activities and resources
- develop how to provide free access to the outdoors in a safe way to enable children to benefit from fresh air on a daily basis rather than two or three times a week
- provide cosy areas where children can choose to relax in comfortable surroundings.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Practitioners have a good understanding of the requirements for the Early Years Foundation Stage and how to promote children's learning and development within the out-of-school provision. Children make good progress in the setting because practitioners are skilful in observing what children like to do and build on these activities to extend learning. For example, practitioners react quickly in providing additional metallic resources to keep children's interest during a magnet experiment and as a result, they play cooperatively as they move items around in different ways. Children's language is effectively extended by asking questions, such as 'I wonder how many magnets we will need to pick up the chair?' This is because the chair has metal legs.

Practitioners provide a variety of activities for children, which support all seven areas of learning, such as books, small world resources, hoola-hoops, skipping ropes and toy traffic cones, cooking activities and mark making. However, there are no cosy areas provided to enable children to relax in comfortable surroundings.

Adult-led activities are planned after consulting with children, who offer their own ideas. For example, a child who has made paper-mache at school asked for a similar activity and

as a result, they have nearly completed paper-mache Halloween pumpkins. Children become engrossed in activities, concentrating hard and practitioners allow them time to complete their tasks without interruption, as a result, children develop persistence and feel valued.

Information is gathered from parents prior to children settling-in that shows what they like and dislike and identifies what children can do. This ensures that practitioners are able to get to know children quickly and help them feel settled and secure.

The contribution of the early years provision to the well-being of children

Children have warm and friendly relationships with their key person and so they enjoy playing with them. A game with a parachute ends with a practitioner wrapping a child up in it while they laugh and giggle, having great fun. Children behave well and play cooperatively together. They have discussed and written themselves the setting's 'rules', which include being kind to others and looking after toys and resources. As a result, children are learning to respect each other and the environment.

Practitioners ensure that children are kept safe in a number of ways, comprehensive risk assessments are completed daily, including some written by children. Children wear high visibility jackets on the journey from school to the setting and staff wear identity badges at all times. Staff have up-to-date first aid certificates and have completed food hygiene and safeguarding training. All relevant documentation about each child's health and well-being is in place and for extra security there is a password system in place when children are collected at the end of the day. The setting has developed links with the schools, which children attend, for example, by going to a parents evening with parents to aid children's transitions and be able to offer appropriate support.

Children have access to healthy snacks, such as fresh fruit and raisins and are offered a hot meal at teatime. Children are taught about healthy choices as they help to plan the following week's menu. Although, children have access to resources to promote their physical development and they move in a variety of ways, they do not always have free access to outdoor play as the grounds of the community centre in which the setting is based, can, on occasion, be used by the public.

Practitioners have a good understanding of how to promote inclusive practice. The setting has only recently opened and they plan to celebrate the special days of a variety of faiths and cultures. Questions from children about skin colour are handled sensitively. This means that children are encouraged to appreciate uniqueness. However, there are limited toys and resources available to further promote equality and diversity.

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

A notice board in the setting displays information for parents about the Early Years Foundation Stage, weekly activity plans, safeguarding procedures and photographs of staff with descriptions of their qualifications.

The provider/manager has a range of qualifications and has continued in her professional development to degree level. She encourages practitioners to develop and plans to monitor performance regularly. Practitioners are confident and knowledgeable and have a detailed induction. They frequently evaluate and discuss plans for the setting and work closely together and this ensures that the happy ethos and vision for the setting is understood by all, which allows children to know what to expect and to feel secure. The effective practitioners use their imagination and observation to plan fun and interesting activities for children. Regular observations and good quality information, which links to the Early Years Foundation Stage, adeptly identifies next steps in learning and shows that practitioners monitor progress and have a good knowledge of children's learning and development.

Partnerships with schools are beginning to develop. Practitioners take the opportunity to talk to teachers when they collect children from school and plans are in place to share a review of their learning and development on a termly basis. Parents speak highly of the provision. They get regular feedback from practitioners about what their children have been enjoying and feel that the transition from school to the setting is handled well as staff remember to pass on information.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in

	order to be good.
Grade 4 Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY445487
Local authority	Liverpool
Inspection number	796480
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 17
Total number of places	32
Number of children on roll	5
Name of provider	Fataha Begum
Date of previous inspection	Not applicable
Telephone number	01514942405

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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