

School's Out

Lea Endowed Church of England Primary School, Lea Road, Lea Town, PRESTON, PR4 0RA

Inspection date

Previous inspection date

06/11/2012

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's individual care needs are met well by the staff, who take great care in getting to know the children, who attend. Consequently, children settle quickly and enjoy their time at the setting.
- The effective implementation of the welfare requirements means that children's safety and welfare is promoted consistently.
- Partnerships with parents are strong and ensure that children's individual needs are identified to support their development.

It is not yet outstanding because

- The provider does not use performance management to ensure that staff benefit from an effective programme of professional development, in order to improve their knowledge, understanding and practice.
- The provider does not use self-evaluation to monitor of all aspects of the provision.

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 observed activities in the main school hall.
- The inspector spoke with the manager and staff at appropriate times during the inspection.
- The inspector looked at daily records, policies and procedures and activity planning.
- The inspector also took account of the views of parents spoken to during the inspection.

Inspector

Wendy Fitton

Full Report

Information about the setting

School's Out was registered in 2012. It is managed by a private provider. The group operates from Lea Endowed Church of England Primary School. The premises are situated in Lea Town in Preston, Lancashire. Children access the school hall, an IT suite and one classroom. There are enclosed areas available for outdoor play.

The group provides before- and after-school care, Monday to Friday, term time only.

Sessions are from 7.30am to 8.55am and 3.15pm to 6pm. Children attend for a variety of sessions. The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently 34 children on roll, of these, four children are within the early years age range. The group employs four members of childcare staff, including the manager. All staff hold appropriate early years qualifications at either level 2 and level 3. The group works in partnership with the host school.

What the setting needs to do to improve further

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

- improve staff appraisals by sharply focusing on the impact of staff's practice and linking this to a targeted programme of professional development
- use self-evaluation more effectively to monitor and analyse practice, and to set challenging targets for improvement.

Inspection judgements

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

Staff have a clear knowledge of the seven areas of learning and are working closely with teachers in school to complement children's learning and progress. They provide a range of activities that capture children's interests and support their physical, personal and social development. Staff know their key children well and help them settle into the group, so that children grow in confidence and feel secure. Staff observe what children like to do and respond to their interests using the information gathered from parents. Activities provided cover the seven areas of learning and support children in making good progress towards the early learning goals.

Children develop their physical skills as they move freely around the environment and use small tools and equipment. For example, they access small bean bags, hoops and quoits to practise their throwing and coordination skills. They handle tools, objects and malleable materials safely and with increasing control. Children wash and dry their own hands, tend to their self-care needs and become independent. They show friendly behaviour and play cooperatively in a group to form good relationships with familiar adults and peers. Children develop their self-confidence and can select resources with help. They enjoy the responsibility of carrying out small tasks and help to tidy toys away. Children feel good about themselves as they are praised and encouraged by staff.

Children develop their communication and language skills well; they maintain attention, concentrate and sit quietly when making jigsaw puzzles and plaiting threads. They listen to and respond to instructions and ideas from others when using play dough cutters, rollers and shapes. Children use complex sentences and talk to connect ideas about what is happening and can retell a past event. Children learn about space, shape and measure as they use and select a named shape cutter when playing with the dough. They describe, explore and create shapes and use mathematical language to describe them. Children develop their imagination as they select different colours of threads to plait them together. They enjoy dressing up in their favourite character costume and play cooperatively with others engaged in the same theme.

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

Children are well settled and secure in their environment. Staff are sensitive to individual children's needs and respond accordingly. Children are secure with the routines and rhythms of the sessions and play confidently in their chosen activity. Staff recognise when children need support during their play and engage in conversations to develop their speech and language. By linking closely with parents, staff know all about children's likes and dislikes. They support children during their settling-in time with one to one care and nurture. This enables children to feel safe and form secure attachments with adults. Children enjoy a healthy balanced diet and all dietary needs are respected and met. They enjoy healthy snacks and regular drinks to support their physical well-being.

Children's good health and safety is promoted as staff follow the safety procedures. The premises are clean, tidy and well maintained through the school's health and safety programme. The equipment and resources are safe and suitable to meet the needs of the children attending. For example, risk assessments and a record of visitors are in place and clear booking in and out systems are followed. This ensures that children are safe and protected. Children learn about safety and taking risks. Staff gently remind them about not opening the door to parents and to be careful when moving around their space. Children are secure as they respond to positive praise and encouragement. They learn about expected behaviours when sharing toys, being polite and respecting the environment and resources.

Parents have access to organisational policies and procedures and know what to do in the event of any complaints. They comment positively about the setting. For example, they state that staff are friendly and approachable, children love the group, make lots of things and that there is always plenty to do. As a result of effective partnerships with parents, children's needs are well met.

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

Staff ensure that organisational procedures are implemented effectively. Existing policies are currently under review, in line with the current Early Years Foundation Stage

Framework, and those in charge have made a good start in developing a range of management systems to support quality practice. The group has recently had a change of ownership, and the new provider is working hard to ensure that all aspects of the provision are effective. However, the provider does not use monitoring and self-evaluation to set challenging targets for future improvements, or use staff appraisals to focus on improving their.

Staff understand their responsibilities to meet the requirements of the Early Years Foundation Stage and to protect and safeguard children. There are clear arrangements for safeguarding children, and the staff are sensitive to any events or changes that may affect children's safety. Immediate action is taken to address concerns through child protection agencies and notification to Ofsted. Children's needs are identified through partnerships with parents, other professionals and local authority support networks when requested. Parents are consulted everyday through verbal feedback and a notice board is displayed in the entrance area to the main hall. Therefore, parents are aware of routines and activities. Information is gathered from parents at the start of the placement, and this is used by the staff team to plan children's activities and learning experiences. There are links with the teaching staff in school, and this supports a collaborative approach to sharing practice and information about children's learning needs. These ensure that children are well supported and that staff can identify any additional help they may need to ensure that no child is disadvantaged.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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	EY429072
Local authority	Lancashire
Inspection number	800336
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 17
Total number of places	24
Number of children on roll	34
Name of provider	Tracey Ann Gingell
Date of previous inspection	Not applicable
Telephone number	075729 59100

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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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