

# Schools Out Stay 'n' Play

Crompton Primary School, Longfield Rd, Shaw, Oldham, OL2 7HD

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 09/11/2012 |
| Previous inspection date | 06/12/2011 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 2 |
| 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 are happy, motivated and eager to learn. They show high levels of independence, curiosity and imagination and have good relationships with staff and each other.
- Practitioners have a good understanding of the Early Years Foundation Stage, they plan challenging experiences and assess the progress children make over time.
- Partnerships with parents and others means that children's progress at home and school are shared and used to plan for their next steps in learning.
- Strong self-evaluation systems are in place. The registered provider monitors the quality of the service she provides by consulting regularly with staff, parents and children to drive forward improvements.

### It is not yet outstanding because

- Staff do not consistently make the most of opportunities to extend children's learning during activities.
- Systems to monitor the performance of staff are not fully maximised.

## 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 learning environment.
  - The inspector held a meeting with the manager of the provision.
  - The inspector looked at children's assessment records and planning documentation.
  - The inspector examined a representative sampling of documentation including, staff suitability records, the setting's self-evaluation records and policies.
- The inspector took account of the children's and parents' views through discussions,
- the provision's questionnaires and other documentation that ensure that the views of others are included.

## Inspector

Karen McWilliam

## Full Report

### Information about the setting

Schools Out Stay 'n' Play was registered in 2004 and is owned and managed privately. The club operates from a self-contained building in the grounds of Crompton Primary School, Shaw, Oldham, Lancashire. The club has the use of the school's enclosed play area.

The club operates each weekday from 7.30am to 9am and from 3.10pm to 5.30pm, term time. During school holidays the club operates each weekday from 7.30am to 5.30pm. During term time all children attend from Crompton Primary school. The holiday club welcomes children from the wider community.

There are currently 42 children on roll, of these 16 are under eight and of these four are in the early years age group. The club offers care for children aged from three years to under 11 years. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are three members of staff, including the manager who work directly with the children. Of these one holds a qualification at level 5 in early years and two hold a level 2 in early years. The club receives support from the local authority.

### **What the setting needs to do to improve further**

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

- improve the use of questioning during activities in order to enhance and extend on activities and provide explanations to improve children's learning
- improve systems to monitor staff performance to fully maximise opportunities for staff development.

### **Inspection judgements**

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

Children enjoy a good range of resources which support their learning and development well. Staff have a good understanding of the seven areas of learning and use their knowledge to plan meaningful activities to support children's next steps and to challenge and motivate children as they progress towards the early learning goals. Good staffing ratios and deployment of staff ensure children are well supported and can freely access activities of their choice. All children enter the club happily and quickly settle into play enjoying the freedom the club offers after their structured day at school. Children play extremely well together and take turns during their play; taking turns as they play draughts. The older children are supportive of the younger children. For example, helping them recognise numbers by pointing them out as they play on the pool table.

Adults involve children in conversations well to support their language development. For example, as children build pyramids with bricks adults engage with children as they

discuss their creations and their holidays to Egypt. Daily story sessions also foster their development in this area. However, they do not consistently maximise opportunities to further develop children's interests and learning by offering explanations as to why some experiences and activities are on offer. For example, whilst making their own poppy's for Remembrance Day staff do not fully use this opportunity to introduce children to the history and reasons behind this event and the significance of the poppy. Equality and diversity is taught well; children are encouraged to share their celebrations, such as Eid. A range of resources, food tasting sessions and planned topics further contribute to children's understanding of the world in which they live. As a result, children acquire the skills necessary for school and beyond.

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

Children feel safe and secure within the after school club and have a strong sense of belonging, because they know what staff expect of them. For example, they know how many children are allowed to play on the climbing frame at any one time. They are assigned a key person who supports their play during club times and communicates with parents and teachers daily. Staff provide well-organised spaces for children's play and children understand the established routines. Regular planned themes and visits from outside professionals, such as community police officers and fire officers, further contribute to children learning to keep themselves safe.

Children behave very well; they are sociable and welcome visitors by interacting confidently, showing their self-assurance. The group is harmonious as children relate well to each other and adults. Children's health is effectively promoted by daily access to fresh air and the use of large and small equipment to support their physical skills. The snacks the club provides, such as fruit, vegetables and wraps are nutritious. Children also grow their own vegetables which contribute to them developing healthy lifestyles.

Adults have implemented numerous systems to ensure children fully contribute to the club. Children nominate their peers to be councillors in which they discuss the planning of activities. They complete evaluation forms and discuss their interests. Staff consult the children in all aspects of the provision, as the manager says 'it's their club'.

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

Staff are suitably vetted and have a good understanding of child protection procedures and how to safeguard children in the care. Comprehensive risk assessments are in place to ensure children are safe as they explore the environment. There is always a qualified first aider on the premises when children are present and completed accident forms, medication sheets and a range of systems and policies, further ensure children are safe.

The staff team closely liaises with parents from the start and regularly share their child's learning with them. They ask the children to complete 'All about me' sheets to provide information about their likes and dislikes. Parents and carers feel their children enjoy their time at the setting and one parent commented that their child had attended since nursery

and that they would recommend the club because of all the fun activities. A notice board provides a variety of useful information to parents and carers. The manager and her staff work closely with the children's class teachers and are mindful of the school's plans for themes and topics throughout the year, complementing these with activities in the club.

The manager and staff meet regularly to discuss children's needs and plan activities, and staff observe each other while supporting children to evaluate their practice. The manager offers her members of staff the opportunity to meet to discuss further training opportunities and the provider has started annual appraisals, however, this review system is not yet fully embedded in order to fully maximise the staff's professional development.

The club has good self-evaluation processes in place and ensures that the views of children and their families are incorporated through discussions and questionnaires. For example, at the request of the children, the adults within the club discussed and adapted the menus to include more foods that the children enjoyed without compromising their healthy eating ethos.

### 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

|                                    |                           |
|------------------------------------|---------------------------|
| <b>Unique reference number</b>     | EY293648                  |
| <b>Local authority</b>             | Oldham                    |
| <b>Inspection number</b>           | 891172                    |
| <b>Type of provision</b>           |                           |
| <b>Registration category</b>       | Childcare - Non-Domestic  |
| <b>Age range of children</b>       | 3 - 11                    |
| <b>Total number of places</b>      | 24                        |
| <b>Number of children on roll</b>  | 16                        |
| <b>Name of provider</b>            | Joyce Turner              |
| <b>Date of previous inspection</b> | 06/12/2011                |
| <b>Telephone number</b>            | 01706 882249 07939 178814 |

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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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