

# Astbury Merecats Out of School Club

Astbury St. Marys C of E Primary School, School Lane, Astbury, CONGLETON, Cheshire, CW12 4RG

## Inspection date

10/12/2012

Previous inspection date

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 1

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

- The management demonstrate a commitment to providing quality childcare provision. There are strong links between the host school and other agencies to support children with special educational needs and/or disabilities.
- Children are happy and settled and really enjoy meeting their friends and peers at the after school club.
- The environment is exciting for the children. Staff promote their learning well and very effective use is made of the good range of interesting and fun resources which children are keen to use.
- Children are interested and active learners who benefit from the enthusiasm and motivation of the staff.

### It is not yet outstanding because

- Children's creations or photographs of activities are not displayed around the setting giving the children the opportunity to have a sense of belonging and to revisit their achievements.

## 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 designated indoor and outside areas within the school premises.
- The inspector held a meeting with the manager and other staff members to discuss documentation and the inspection process.
- The inspector checked evidence of suitability and qualifications of the staff and the settings self-evaluation documents.
- The inspector took account of the views of parents, carers and children.

## Inspector

Sylvia Cornock

## Full Report

### Information about the setting

Astbury Merecats Out of School Club is privately owned. It was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Astbury St Mary's C of E Primary School, Congleton. The setting serves the local community and is accessible to all children. The setting has access to all areas of the school including all the outdoor spaces.

The setting employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and the manager holds Early Years Professional Status. Sessions operate on Monday to Friday 7.30am to 8.45am and 3.15pm to 6pm. during term time and Monday to Friday 7.30am to 6pm during school holidays for 51 weeks of the year.

Children attend for a variety of sessions. There are currently 70 children on roll. The setting supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- set up displays that remind children of what they have experienced, using objects, artefacts, photographs and books to give them a feeling of belonging and pride in their achievements.

### **Inspection judgements**

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

The staff have a good knowledge and understanding of the revised Early Years Foundation Stage and provide the children with a bright and stimulating play area. This enables children to have time to relax, play and have fun with their friends. Children arrive excited, they are happy, confident and eager to join in with everything and thoroughly enjoy their time at the club. Staff are enthusiastic in their approach, which inspires children to be active learners and to remain involved and interested in the activities provided. For example, children excitedly access the outdoors to look for messages left by 'Percy' in Santa's workshop. Staff help children in their pursuit and find that they need to wrap up presents in the workshop. Staff know the children well as most attend the host school and two of the club staff work with the children during the school day. Staff support children well and their ideas are valued as they base the activities around their interests.

The staff have well-developed links with the school which enables an easy transition for the children between the two settings. Staff support children well as they play. For example, they have fun feeling the texture of the shaving foam and enjoy experimenting with it. They immerse themselves in the exploration of using various materials and textures in the completion of their construction designs and art and craft activities. They

show a sense of pride as they share their pictures with the adults. However, there are no opportunities for their achievements to be displayed on a permanent basis within the setting to help give them a sense of pride in their work. They have many and varied opportunities to use their mathematical skills counting everyday objects or as they engage in adult led games. For example, as they count the balls in the snooker game. They use language well and this is further developed through skilful questions and challenges set by the staff.

Planning is regularly reviewed and adapted to reflect the needs and interests of all children. Observation records are kept and these include photographs of children's favourite activities and resources they enjoy. This helps staff to settle the children using familiar items when they first attend the club. Information is shared at the end of the day with parents and carers informing them of the activities provided. This effectively involves them in their child's learning.

The learning environment is stimulating and well-resourced and helps children develop in all areas of learning. Children have a clear understanding of how the equipment works and enjoy helping the staff set it up. The children are confident and knowledgeable and are learning new skills all the time. This will help them in the future as they move through the school system. Younger children are well-stimulated and enjoy being part of a larger group. They are fully involved in the club with their views listened to and acted upon. Staff promote all areas of learning as children are able to access different areas of the school. For example, they use the computers, read books, and play on the equipment and apparatus both inside and in the very well-resourced outdoor area. They enjoy walks in the community especially on the nature trail leading to the wishing stream. They make boats from sticks and watch them sail away downstream and link this to the 'Stick Man' story. This gives children an understanding of the world around them.

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

An effective key person system supports engagement with parents, carers and this encourages them to share information about their child's learning and development. Children are signed in by staff and parents sign the children out of the setting on collection, this is over seen by the manager to ensure the daily register is accurate at all times. Children behave well and they have drawn up the club rules. Staff are excellent role models and reinforce simple rules if issues arise. Children demonstrate that they are fully aware of expected boundaries and share and take turns and are encouraged to be, and are, helpful and kind to others. They are able to say what they feel and are able to negotiate with each other as they play. Children initiate their own activities because resources and toys are easily accessible. This promotes their ability to make choices and to develop independence. They take care of personal hygiene routines and are aware of the need to wash their hands before handling food, because of spreading germs.

Children's understanding of a healthy lifestyle is fully promoted and they enjoy lots of fresh air and exercise in the superb stimulating outside areas. They have plenty of opportunities to develop new physical skills using an excellent range of equipment to

support this learning. For example, children have great fun building dens, making camp fires and use protective clothing as they play in the mud and explore in the newly developed investigation area. Staff encourage the children to complete their own risk assessment for these ventures. This supports children's understanding of taking risks and staying safe. At snack time the children sit together and are fully involved in the preparation of snack. They use knives with confidence as they butter their crumpets, with staff supporting the younger children when required. Parents are aware of the snacks provided, which are different every day, with fruit always available. Children decide what snacks will be available and write the menu. As a result, snack time is a fun, relaxed activity and children really enjoy sitting together to eat their tea.

Children learn to stay safe because risks are assessed to minimise accidents. They choose to ride bicycles and staff challenge them to think about how to keep themselves safe. They respond by independently choosing helmets before they get on their bicycles. This further extends children's learning as they recite the safety rules and proceed to the playground to practise their road safety skills. Children are made aware of the layout of the school and take part in fire evacuations to ensure they are fully aware of what to do in an emergency. The safety measures applied by the school ensure that parents and visitors can only access the premises through use of the intercom system. All visitors are asked for identification and to sign the visitor's book. This further supports children's safety.

A strength of the setting is the commitment and support the staff give to individual children or groups of children with identified medical, disabilities and learning needs. Staff have undertaken specialist training for various medical conditions and have a close and effective working relationship with the school, parents and carers. This helps to ensure that all children's varying needs are fully met. Children are extremely settled in the provision, supported by the calm and consistent interaction of the staff. Children confidently make their needs known, secure in the knowledge that adults will listen and respond. Parents recognise the comfortable relationships promoted within the setting and comment they appreciate the different learning activities and the well-balanced healthy snacks provided.

Children initiate their own activities because resources and toys are easily accessible. This promotes their ability to make choices and to develop independence. They take care of personal hygiene routines in order to develop their self-care skills.

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

The setting is keen to offer a high level of care to children and families within a relaxed after school club atmosphere. Arrangements for safeguarding children's well-being are well-established and effective. The manager has robust recruiting systems in place to ensure the suitability of the staff she employs. Good attention to staff development results from regular monitoring, observations and appraisals. Staff have opportunities to attend training courses to learn new skills, so enhancing their professional development. The majority of staff hold qualifications in childcare and all hold first aid qualification. They

offer each other support as they work together supporting the children in their care. Regular meetings enable them to share practice and ideas, this helps them become good team players. They understand their individual responsibilities and provide a safe play environment for children.

The manager and staff work closely with the teachers as the manager and deputy work as classroom assistants within the school. This means that they are actively involved in sharing and seeking advice to support all children's learning and development. This clear liaison includes communication about children with additional needs. Links with other agencies are also good with staff clear about how to access these when necessary and how to direct the parent and carers if they raise queries.

The areas used are well-organised and resourced. Daily risk assessments and checklists are completed for inside, outside areas and outings. This helps to ensure the premises, resources and equipment are safe and suitable for the children.

The management regularly updates their self-evaluation document and this demonstrates their ability to maintain continuous improvement. They continue to monitor and review new systems and implement changes as necessary. Their vision for the future is to have their own permanent premises or areas within the school. Parent and children's questionnaires highlight any areas for improvement and are used effectively to help improve practice.

Staff have established a friendly working relationship with the parents, carers and their families. Parents are given a prospectus which includes the policies and procedures of the setting, and they sign to say they have read them. Information is shared on a regular basis about activities, trips and future events through newsletters and the parent's notice board. Staff are keen to involve the parent and carers, as they share their children's learning profile. This enables them to support the continuity and consistency in their children's experiences and learning at home.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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### **What inspection judgements mean**

#### **Registered early years provision**

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
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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

<b>Unique reference number</b>	EY433190
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	788604
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 17
<b>Total number of places</b>	24

<b>Number of children on roll</b>	70
<b>Name of provider</b>	NRG Associates UK Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07748 699352

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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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