

Ladybridge Kids Club

Ladybridge Cp School, Broadford Road, BOLTON, BL3 4NB

Inspection date

Previous inspection date

19/12/2012

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 enter happily into the club. They are keen to join in and to learn because developmentally appropriate activities are provided, which meet the needs of the children and are interesting, challenging and fun.
- An effective key person system and genuine care results in secure attachments and tailored packages of support for individual children and their parents. This also makes a strong contribution to keeping children safe.
- Passionate and committed leadership results in a real drive for continual improvement. This is both in the pursuit of excellence and also in ensuring that every child's needs are quickly identified and met through some highly effective partnership working.
- Children are relaxed as they enjoy warm, friendly relationships with staff and each other. Consequently, they show high levels of independence and imagination and are making good progress based on their starting points.

It is not yet outstanding because

- More can be done to help children learn about healthy eating and to make healthier choices of drinks, breakfast cereals and some afterschool snacks.
- Staff do not always sharply focus their planning to maximise the potential of learning opportunities and to sustain children's concentration in large group activities.

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 club room.
- The inspector met with the provider/manager and spoke with the children at appropriate times during the inspection.
- The inspector looked at a range of records including children's observational assessments and activity planning.
- The inspector also took account of the views of parents, carers and children spoken with on the day and noted in questionnaires issued by the setting.

Inspector

Angela Rowley

Full Report

Information about the setting

Ladybridge Kids Club was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Ladybridge CP School, Bolton and is managed by a private provider. It has use of a designated self-contained unit within the school and there is a fully enclosed area available for outdoor play. The setting serves several schools in the local area and is accessible to all children

aged from three years. It operates from 7.30am to 9am and from 3pm to 6pm. Children attend for a variety of sessions. The setting employs three members of childcare staff. Of these, two hold appropriate early years qualifications at levels 2 and 3. At present, there are 28 children on roll in total, 14 of whom are within the early years age range.

What the setting needs to do to improve further

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

- enhance the planning and organisation of whole group activities introducing a sharper focus to sustain children's concentration and better promote children's learning
- review the food and drink provision on offer, considering guidance, such as, The School Food Trust's 'After school club recipes and tips', to help increase opportunities for children to learn about the importance for good health and a healthy diet.

Inspection judgements

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

Well-planned systems to identify children's starting points on entry to the setting, are in place. Parents complete 'All about me' documents, which help staff to plan how to meet children's individual needs and to provide relevant toys and activities right from the start. For example, the setting recently made sure they had a particular brand of small doll available for a new child to play with on her first day, because her pre-start information indicated that was her favourite type of play. As a result, her transition to the setting was smooth and she engaged and settled very quickly. Effective partnerships with teaching staff at the school have been quickly established to ensure there is continuity between school and club. This ensures that information about activity themes, priorities for and ways to support individual children's learning are shared. Consequently, the activities provided in the setting effectively complement children's learning in school. This is particularly effective when teaching staff share specific behaviour management strategies with staff, which provides a consistent approach and results in improved behaviour. It is also used very effectively to extend children's interests in current themes of learning. For example, children have enjoyed being creative and have made a large wall display about 'outer space', which has reinforced school based activities in a fun way.

Children enter the setting to find a wide range of interesting and developmentally appropriate toys and equipment to play with. All areas of play and activities support

children's learning across all areas of development. Some resources are permanently set out and others are accessible for their self-selection. As a result, children make choices and decisions about their play and are becoming independent and active learners. For example, children are keen to play on the interactive television games. They know how to follow the programmes that require them to move vigorously to play Olympic sports. They play with imagination in the home corner and with the tool bench, dressing and undressing independently as they use costumes to enhance their play. Girls are eager to write, draw and colour as they freely access paper and pens, while boys also learn in this area as they are keen to use the paper to make aeroplanes, which they decorate with their own designs. Staff ensure that they provide a good balance of adult-led and child-initiated activities to stimulate children's interest and to ensure they are challenged. As a result, children are eager to make a start on the planned activity of the day. These incorporate many different experiences, such as baking cakes, making designs on ceramic tiles, exploring a fire engine and carving Halloween pumpkins. Activities which respond directly to children's interests and suggestions are also provided. For example, a recent winter activity theme was extended when children made a giant snowman collage display using cotton wool, sticks, gloves, scarf and a hat, following their interest in a particular television advertisement.

Staff use their observational assessments in weekly planning meetings to discuss how to shape activities and interactions to promote individual children's learning and development. As a result, every child makes good progress in the setting. For example, children with special educational needs and/or develop communication and social skills though the nurturing and consistent support they receive. Children struggling with letter formation in school are supported and encouraged to practise this during creative sessions. However, there is scope to further enhance the planning and organisation of large group activities to focus more sharply on intended learning outcomes for children and to sustain their concentration.

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

An effective key person system is in place which helps both parents and children to build strong relationships with consistent staff. This means that staff know the family well and are able to provide relevant, sensitive support. All children show an extremely strong sense of belonging within the setting. They enter the welcoming environment happily and are often not ready to leave when parents arrive to collect them. They relax watching television on comfy beanbags and a sofa. Staff are attentive, providing warmth and affection. This enables children to feel safe and secure, giving them the confidence to develop their independence and to share their concerns.

Children develop a good understanding of personal safety. They know the rules of the setting which keep them safe and they adhere to them. For example, when playing interactive television games, children know they must not stand too close and that they must stand behind the line on the floor which is a safe distance away. When they independently access the bathroom, children know that they must take a coloured peg so that staff always know how many of them have left the club room. Children's behaviour is good. Board games and table games, such as pool, encourage turn taking and as a result,

children share and play cooperatively. Older children support their younger peers to understand how to follow games console programmes and children use their manners spontaneously because they know it is expected of them. This is because together the children have formed the club rules.

Children's good health is effectively promoted because staff know all about any medical conditions and specific details, such as dietary needs. Children play outside in the fresh air after school, which allows them to exercise vigorously and run off any excess energy. Children enjoy snack time after school, which is treated as a positive occasion of social sharing. They sit together around the table whilst they eat. They freely access and pour their own drinks, which are continually available, and they help themselves to fresh fruit whenever they feel like it. However, while most breakfast choices and after school snacks are generally healthy, there is scope to improve the menu's to help children understand and experience healthier options, particularly with regards to sweetened drinks, cereals and processed foods.

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

The provider/manager uses her wealth of experience to its best effect to promote high quality practice in the setting. Her secure knowledge and practice based approach results in effective role modelling and sharing of her expertise. Accurate evaluation of the impact of staff practice leads to targeted areas for improvement. Effective performance management systems are in place, and there is a strong commitment to ensuring consistently high quality practice through training and professional development opportunities. Self-evaluation is detailed and identifies relevant areas for further improvement based on already secure practice. The setting uses information from a range of sources. This includes feedback from both children and their parents who report that they are highly satisfied with the service they receive. Typical comments include references to 'the knowing and understanding of each child individually', the 'friendliness and flexibility' of the staff and the 'safe and warming' atmosphere. There is a passion to making this setting the best it can be for the children attending. It is in the early stages of development, yet already there have been strides in enhancing the provision. For example, obtaining outdoor storage facilities to enable children to have easier access to a wide range of outside play equipment.

The provider has a secure understanding of her responsibility to ensure that the setting meets the safeguarding and welfare requirements of the Early Years Foundation Stage. Arrangements for safeguarding are strong and well embedded. The provider has a working knowledge of child protection procedures and is secure in her understanding of the procedures to follow in the event of concerns about children or about an employee. There is a real sense that 'children come first' and the setting works very effectively with other agencies to promote children's welfare, going the extra mile on occasions to ensure children and families who need it most are well supported. Secure recruitment and selection procedures ensure that all those working with children are safe and suitable to do so.

Teamwork is very effective. Together the provider/manager and her staff team discuss plans for the setting, share their observations and plan weekly activities which are shaped to meet individual children's needs. Effective monitoring and tracking of observations for individual children ensures no child is overlooked. Targeted strategies for those children who need it most are consistently implemented. As a result, every child is fully included, receives the support they need and makes good progress in the setting. Planning also takes account of the views of children, which play a significant part in shaping the provision.

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	EY449727
Local authority	Bolton
Inspection number	805881
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	28
Name of provider	Stella McCarthy
Date of previous inspection	Not applicable
Telephone number	01204333646

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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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