

Offerton Childcare

3rd Offerton Cubut, Half Moon Lane, Offerton, Stockport, SK2 5LB

Inspection date

Previous inspection date

15/03/2013

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 are happy, motivated and eager to learn. They show high levels of independence and behave extremely well.
- Children enjoy attending the out of school club and play happily with their peers. They feel secure and develop strong attachments with staff, who know them well.
- Staff have a good understanding of the Early Years Foundation Stage. They plan challenging experiences and assess the progress children make over time.
- Managers are passionate about their roles, they talk confidently about what they need to do to bring about improvements to the club.

It is not yet outstanding because

- Opportunities to support parents and carers, so that they can be fully involved with their children's very good learning at home are not fully embedded.
- Children, who enjoy physical activities are not routinely given the opportunity to use a wide range of equipment outdoors.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 the children playing in the main room.
- The inspector held a meeting with the manager and registered provider of the club.
- The inspector looked at some paperwork, including, staff suitability records and policies.
- The inspector took account of the children's and parents' views by discussions.

Inspector

Karen McWilliam

Full Report

Information about the setting

Offerton Childcare was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Offerton area of Stockport and is managed by the company directors. The club serves the local area and is accessible to all children. It operates from the 3rd cub hut and there is a fully enclosed area available for outdoor play.

The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at levels 2 and 3.

The club is open Monday to Friday from 7.30am until 9am and 3pm until 6pm during term time and 7.45am until 6pm during the school holidays. Children attend for a variety of sessions. There are currently 78 children on roll, of whom, 15 children are in the early years age group. 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:

- provide more resources for children to engage in a wider range of activities outdoors, such as balls and hoops

- develop the existing information available to parents to help them to continue their child's learning at home and contribute to their child's learning records.

Inspection judgements

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

Staff gather information from parents, before children start, to gain a clear knowledge of each child's likes and dislikes. This supports children in settling quickly as their individual needs have been identified and can be effectively addressed. For example, staff work alongside teachers and parents to ensure that new children are collected from the hall and not the playground. This ensures that children are not upset as they do not watch their friends being collected by their parents at the end of their day at school. As a result, children happily enter the club. Staff obtain children's starting points during settling-in visits. This ensures that staff have a clear knowledge of each child's stage of development. They then use this information to plan meaningful next steps in each child's learning and development. This ensures that staff know the children well and are actively involved in their play and exploration. As a result, children state that they enjoy attending.

Children enjoy a variety of resources, which support their learning and development. Staff have a good understanding of the seven areas of learning and plan activities, which offer children the most support. For example, letters and sounds activities are planned for children, who require support in this area. As a result, their time spent in the club complements their learning in school. Staff track each child's progress across all areas of learning and maintain 'memory books', which are full of observations of children engaged in activities, photographs and examples of their work. However, these books are not routinely shared with parents. Therefore, staff are not maximising opportunities for parents to contribute to children's records and continue their learning at home. Staff routinely hold planning meetings with the children to ensure that their views are taken into account. As a result, children enter the club happily announcing 'oh yes, it's Fun Friday' and quickly settle into play, enjoying the freedom the club offers after their structured day at school. Children play extremely well together. They take turns as they play board games and work cooperatively together as they build a den under a table.

Adults involve children in conversations well to support their language development. For example, children are very proud as they are encouraged to share the stories, which they have made up and written with the group. The club provides lots of activities to keep children physically active, however, staff do not routinely make the most of the spacious outdoors. For example, children play football indoors. Therefore, they are not making full use of the outdoor environment, which offers the space for children to fully enjoy all the equipment. Outings to the local park, where children benefit from a range of equipment that test and challenge their skills, contributes to them developing good physical skills. Equality and diversity is supported, children and families are invited into the club to share their celebrations and planned topics further contribute to their understanding of the world in which they live. For example, children look at how other countries say 'mother' as part of their Mother's Day activities.

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 that they are not allowed in the store room and which areas of the garden they can play in. There is a well-established key person system to fully support the younger children. As a result, children settle quickly into the club. Parents and children form good relationships with staff and know to approach their key person if they have any concerns. Children behave extremely well. This is because staff are good role models and have consistent strategies to support children's behaviour. For example, staff ensure that they are at the child's level as they gently explain the behavioural expectations of the club. Children are also very courteous and welcoming. For example, children ask visitors if they would like them to make them a cake. This demonstrates that they are polite, self-assured and confident within the club. To further protect children and enhance their awareness of safety issues, they take part in regular evacuation practices, wear high visibility jackets when out and about and staff reinforce road safety with them.

The group is harmonious as children relate well to each other and adults. Staff encourage

children to make choices and be independent. For example, children serve themselves as they sit together at mealtimes. The menu is healthy and nutritious and children enjoy buttering their own toast and choosing the topping or peeling the vegetables for the soup. There is always a selection of fresh fruit for children to munch on and they can help themselves to a drink of water or milk when they feel thirsty. Children develop an understanding of the benefits of a healthy diet as they help to plant vegetables during the warmer months. Children are encouraged to develop their self-care skills, such as hand washing and knowing where to hang coats and bags.

Adults have implemented numerous systems to ensure that children fully contribute to the club. For example, the children have compiled a wish list of resources, which they would like. As a result, the staff have purchased a games console at their request and two Fridays a month are called 'Fun Fridays' where the children plan the layout of the club and the fun activities for that day. As a result of the activities provided at the club, children acquire the useful skills needed for their time at school, such as sharing and cooperation.

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

All staff are vetted and have a good understanding of child protection procedures and who to report to if they have any concerns regarding children's welfare. They effectively promote children's welfare. Records accurately reflect any accidents, incidents and existing injuries. Although, the club has not yet administered any medication, the staff are fully aware of the requirement to record medicines and receive prior written permission from parents. Full risk assessments are completed for the premises and staff conduct daily checks, inside and outdoors, to help ensure children's safety. The safeguarding policy and procedure has been updated to include new requirements and a record is maintained of all visitors to the premises.

The staff team closely liaises with parents when their children first start. The policies are readily available and easily accessible for them and all parents are given copies of the safeguarding policy. Parents and carers feel their children enjoy their time at the club and are very complimentary. One parent said that her child never wants to go home and the club is fantastic. They say that there are always lots of activities going on and they could not manage without their support. A key feature of the club, state the parents, is that staff are very friendly and approachable. Staff work closely with the children and are mindful of the school's plans for themes and topics throughout the year, complementing these with activities in the club. For example, the children thoroughly enjoyed a recent trip with their school where they looked at clothes from the Victorian era and have expressed an interest in revisiting the place of interest. Staff have responded by planning and arranging this outing. They pass on important messages to parents, such as any accidents the children have had at school. Therefore, parents are informed about their child's day at school.

The manager and staff meet regularly to discuss children's needs and plan activities. Managers regularly review the staff's performance and each member of staff attends an annual appraisal. Therefore, any support needs are identified and staff receive the coaching that they require. The staff team evaluates their service and welcomes support

from the local authority and they include the views of parents and children through informal discussions. They have identified clear improvements and have prioritised realistic targets that will benefit children the most. For example, they have introduced further methods of engaging teachers and aim to enhance partnership working to improve the consistency of care for children.

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 action. 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	EY454672
Local authority	Stockport
Inspection number	886210
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	78
Name of provider	Offerton Childcare Limited
Date of previous inspection	not applicable
Telephone number	07989 420172

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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, which are usually the childminder's 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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