

# Everyone Matters Childcare Limited

Walton-le-Dale Cp School, Severn Drive, Walton-le-Dale, PRESTON, PR5 4TD

<b>Inspection date</b>	21/03/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2 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 well supported through good staff deployment and a wide range of activities.
- Staff present as good role models for the children and have an excellent approach in their care for children with special needs and/or disabilities.
- Staff use innovative strategies to encourage and promote good behaviour.
- Partnerships with parents and other organisations are strong. This provides staff with a good knowledge of the children's needs and interests.

### It is not yet outstanding because

- Children do not prepare their own snack, therefore, opportunity to use utensils and learn about food preparation is lessened and does not support their very good independence and physical skills.
- Views of the parents and children are not currently included in the setting's focused self-evaluation process, in order to improve the service for children.

## 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 a range of activities in the school hall and the outdoor area.
- The inspector spoke with staff and gained views about the club from talking to parents and children.
- The inspector looked at various documents, including policies and procedures and the children's developmental records.

## Inspector

Joanne Jump

## Full Report

### Information about the setting

Everyone Matters Childcare Limited has been registered since 2012. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Walton-le-Dale Primary School, Preston and operates from the school hall. Children have access to an enclosed outdoor play area and a computer suite.

The club is open Monday to Friday from 7.30am until 8.50am and from 3.05pm until 6pm during term time only. There are currently 107 children on roll, of whom 14 are in the early years age range. The setting supports children with special needs and/or disabilities and those, who have English as an additional language. There are 11 members of staff who work with the children, eight of whom hold appropriate early years qualifications to a minimum of National Vocational Qualification at Level 2 or 3.

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

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

- seek the views of the parents and children as part of the setting's self-evaluation process and to inform the future development of the club
- review the procedure for preparation of the children's snack, in order to provide opportunities for them to learn new skills and further develop independence.

### Inspection judgements

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

Children are escorted from their classrooms by staff to the club in an orderly manner after school. The large hall provides ample space for children to enjoy a wide range of activities, which are thoughtfully arranged using the space available to good effect. Direct access to the enclosed outdoor play area presents alternative resources, ensuring that children, who prefer to play outside have a good range of activities to engage in. This helps as they develop their physical skills using large movements, such as, running, jumping and climbing. Children are motivated and eager to play, they show great enthusiasm as they freely explore the environment and choose the activities that capture their interest.

Staff have a good knowledge of how children learn, they are highly motivated and present as good role models for them. They skilfully interact with the children as they play games. Staff allow children time to develop their own ideas, make decisions and lead activities.

This creates opportunities for children to develop their personal, social and emotional skills, increasing their confidence and self-assurance. Children have opportunity to develop their language and literacy skills, as they relax on beanbags with blankets in the cosy book area, which provides a range of books suitable for all ages. An area equipped with pencils, paper and stencils, further develops children's literacy skills through opportunities for writing and drawing.

Parents complete 'All about Me' books and these provide staff with valuable information on individual children, such as, favourite foods, toys, likes and dislikes. Daily communication with parents and the well established links with school, ensures that staff at the club have a continued awareness of the children's needs, interests and any gaps in their learning and development. They plan various play activities half termly that will both enhance and consolidate children's learning experiences from within school and their current interests. For example, a current school topic on people provides an opportunity for children to develop their creativity, when creating models of people using plasticine and a variety of modelling tools. Children's creations are carefully displayed in the hall for parents and teachers to see.

Children's progress is tracked through photographs, comments and artwork, which are recorded in their individual scrapbooks. These are shared with the children's parents and class teachers. The well-equipped computer room provides children with the opportunity to complete homework and access the school portal, to research and continue their learning on topics taught in school.

Staff know the children extremely well, they provide positive support as they learn new skills while playing games, such as chess. They engage children in conversation, encouraging them to express their thoughts and feelings, thus, promoting their language skills in speaking and listening. Children access a range of jigsaw puzzles and construction resources that enhance and develop their physical and mathematical skills and the provision of educational games on mini laptops, enables further learning through technology. Staff demonstrate a good awareness of the needs of the differing age groups and as such, they make good use of available space for additional activities for older children. For example, staff make use of the junior playground to accommodate the older children's requests, for an organised game of football.

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

Children's health and well-being is given the upmost priority throughout the provision. Daily opportunity to play outside is a popular choice and children gain fresh air and physical exercise when using the range of climbing apparatus, tunnels and other resources, such as skipping ropes and hoola hoops. Children take controlled risks when using the outdoor apparatus and staff reinforce safe play through reminders of how to use the equipment appropriately.

Good hygiene is promoted as children routinely wash their hands when entering the club to prepare for their snack. At snack time, children sit in small groups and share stories

about school with the staff. This activity presents a social occasion and positively encourages children's personal, social and emotional skills, while also developing their confidence to communicate within a group. Children enjoy a variety of food options at snack time, which is freshly prepared by the staff and placed in the centre of each table. Children independently choose what they wish to eat from the choice available and pour their own drink of water from a jug. They show their delight when eating food, such as malt loaf, as this was requested by them during a recent survey on preferred foods at snack time. Other choices include fresh vegetables, fruit and cheese and tuna wraps. There is scope to extend this activity and further develop children's independence and physical skills, by encouraging them to prepare their own snack, for example, cutting the fruit and buttering their own malt loaf.

Staff actively ensure that all children can access the games and activities, as their enjoyment at the club is given substantial consideration. Staff are deployed exceptionally well and this ensures that they are close by to guide and support children when needed. Children's behaviour is very good, as they form secure friendships and abide by club rules that they developed together with the staff. Strategies to challenge unacceptable behaviour are firmly in place and well embedded in practice and exceptionally kind and good behaviour is noted and rewarded through the newly introduced 'Book of stars'. Children are entered into the book as they demonstrate their concern for others by offering help, assistance or making kind gestures. For example, one older child responded to a younger child, who was feeling sad, by successfully encouraging them to join in a mask making activity, which they both thoroughly enjoyed.

Staff have a comprehensive understanding of the needs of children with special needs and/or disabilities. Their commitment to equality of opportunity and inclusion is outstanding, as they actively ensure that their provision can offer opportunities and activities in an appropriate manner. For example, staff recognise that some children may feel uncomfortable in large groups and arrange for quieter areas of the club to be used for them. This approach ensures that the children feel safe and secure and their time at the club is an enjoyable and positive experience. Staff have comprehensive care plans in place and liaise with parents and teachers, in order to ensure that they have up-to-date information to meet children's needs.

Children are well supported by staff during transitions. Through their work in school, staff have gained a secure knowledge of systems in place to settle children into a new year group. They are very aware of the concerns some children may have when changes take place. Staff support children through these stages by carefully observing their well-being and consulting with parents and teachers.

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

The manager has a secure understanding of her role and responsibilities in meeting the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. Attendance at local authority cluster meetings ensure that the manager

has up-to-date information on regulations. Staff have a good understanding of child protection issues and can clearly explain procedures to follow, should they have concerns. All staff are appropriately trained in safeguarding children and most staff have a current paediatric first aid certificate. This ensures that they can protect children from harm and deal with any minor accidents effectively.

Policies and procedures are embedded in practice and these are reviewed annually. The club has previously completed a self-evaluation form and a development plan is in place that clearly identifies actions for improvement. However, the views of parents and children are not effectively sought to enable them to contribute to the future development of the club. Written risk assessments of the provision are in place and daily checks are carried out to confirm that all resources and the environment are safe and in good condition. Staff are effectively deployed across the provision and can therefore, provide good support to children.

Suitable recruitment and vetting procedures are carried out by the management and new staff undertake an initial induction period. The club has a strong staff team, who work exceptionally well together. Attendance at regular staff meetings provides opportunity for staff to discuss children's learning and development, review previous planning and share new ideas for activities for the next half term. Staff benefit from annual appraisals conducted by the management team, to recognise their achievements and identify future training needs. Appraisals are reinforced by opportunities for regular supervision meetings with the manager.

Parents receive an information booklet about the club when their child starts attending. They have access to continuous information via the club and school newsletters and the club's information board. Partnerships with parents and other organisations are strong and parents speak very highly of the club, stating 'my child loves the club, all staff are very friendly', 'staff are very supportive and really understand my child's needs'.

### **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
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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 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

<b>Unique reference number</b>	EY453635
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	887156
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	45
<b>Number of children on roll</b>	107
<b>Name of provider</b>	Everyone Matters Childcare Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07799 380 523

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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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