

# Maitland Street Childcare

Union United Reformed Church, Maitland Street, STOCKPORT, Cheshire, SK1 4ND

<b>Inspection date</b>	09/04/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	Not Applicable
How well the early years provision meets the needs of the range of children who attend		3
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		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children are happy, secure and settled within the provision. They have established warm, friendly relationships with the adults who care for them and are developing firm friendships with their peers. As a result they enjoy their leisure time at the provision.
- Children are developing a clear understanding about healthy lifestyles, because staff provide opportunities for them to play outdoors and activities which promotes their perception of healthy eating and nutritious snacks.
- Children play in a safe environment as staff assess risks regularly and ensure all potential hazards are minimised. They promote children's understanding of safety through discussion and routines. Consequently children are beginning to take responsibility for their own safety.

### It is not yet good because

- Arrangements to monitor and evaluate the provisions strengths and weaknesses are still in the very early stages. As a result, areas for improvement to bring about changes that benefit children's overall care and learning are not consistently being addressed.
- Key persons allocated to individual children do not always have the relevant qualifications and understanding of the early learning goals in order for them to fully support children's learning appropriately.

## 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 children involved in activities in the main hall and dining area.
- The inspector spoke to the manager, staff and children during the inspection.
- The inspector checked evidence of suitability of staff working in the provision, children's assessment records and a sample of policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Kay Armstrong

## Full Report

### Information about the setting

Maitland Street Childcare was registered in 2012 on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. It is run by Offerton Childcare Limited and operates from the Union United Reform Church in the Offerton area of Stockport. Children have access to the whole of the building and there is an enclosed area available for outdoor play.

The provision is open Monday to Friday from 3.10pm to 6pm, during term time. There are currently 85 children on roll, four of whom are within the early years age group. Children attend from local schools for a variety of sessions during the week. The provision supports children with special needs and/or disabilities.

There are five members of staff who care for the children. Of these one has an appropriate early years qualifications at level 3 and three have play work qualifications at level 3. The provision receives support from the local authority.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that staff who work with children in the early years age group have a secure understanding the early learning goals and have relevant qualifications in order for them to fully support children's learning and development.

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

- extend the self-evaluation process so that children's, parents' and staff's views are taken into account and they feel included in decisions about future changes to benefit children's care and learning.

## Inspection judgements

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

Children arrive happy after their walk from school. They are eager to play and chat with their friends and the staff team. The relaxed atmosphere enables children to settle quickly. Staff are aware that children have spent the day in school and so ensure activities balance those provided in the classroom. They have a sound understanding of how children learn and develop through play. Most staff know the children very well and they know what

they like to play with and can, therefore, provide resources and activities which children enjoy. Staff organise the environment to accommodate a range of suitable activities. This includes space for children to relax and read quietly as well as space for more boisterous activities. As a result, children make choices in their play and learning. They really enjoy playing energetic computer games and understand the rules about sharing and taking turns fairly. Children concentrate well at their self-chosen activities. For example, they refine their pencil skills as they draw and colour their own pictures which they proudly show their parents.

Staff provide lots of opportunities for children to learn about the natural world. For example, the children are currently building a 'bug hotel' and are growing some vegetables and flowers from seeds. Staff allow children the space to play without adult intervention. As a result, children, generally, learn skills which help them as they move on to the next stage in their development, such as how to negotiate and take turns. Children's communication skills are appropriately fostered through play and in general discussion with each other and the staff at the provision. They play together very well, they chatter as they build a seat from blocks, sharing ideas on how best to build it. They take turns to sit on it and laugh and giggle as it tumbles. Children listen to staff as they gently remind them to be careful. They modify their building to include a cushion to sit on so that they do not hurt themselves when the seat tumbles.

The provision promotes all children's understanding of diversity and plans activities that celebrate difference, for example, Christmas and Chinese New Year. Staff value different cultures, gender and abilities and children with special educational needs and/or disabilities are sensitively supported. This ensures all children can enjoy their leisure time as they relax, play and have fun with their friends.

Staff record observations of children's progress in their individual memory books or learning journeys, these are well supported with examples of their creative work and show emerging pencil and writing skills. Over time these will show children's progress. Most staff use information gathered from observations of children's interests and their current development to help them to plan for further learning opportunities. Staff write a summary of the activities which have captured children's interest and the progress they have made each term. This summary and children's memory books are regularly shared with parents. This keeps parents informed of children's progress and enables them to provide similar activities at home if they wish to.

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

Children are secure and settle well because staff take time to ensure they are familiar with who will be collecting them from school and their new surroundings. This promotes a smooth transition from school into the provision. Daily discussions with parents support a shared approach to children's care and well-being.

Children and staff have warm close relationships, they laugh and joke together and the

children enjoy interacting with the staff. They are very independent and take responsibility for their own belongings. For example, they hang up their coats and carefully stow away their school bags and possessions. Warm relationships with staff create a friendly and inclusive atmosphere where everyone is welcome. Staff take time to listen and support children in this busy provision. This helps children to share popular resources and take turns. Children are aware of the expectations of the staff and minor altercations are dealt with in a sensitive and appropriate manner. Consequently, children behave well, they receive lots of praise and encouragement from the staff. As a result, children have good levels of confidence.

Children competently follow good hygiene routines with minimal support and manage their personal needs with ease. Staff promote healthy eating through discussion and activities. For example, staff are passionate about raising children's understanding of where food comes from and introduce the idea of caring for the world in which they live by cutting their carbon foot print. Therefore, children are growing vegetables which they will use at snack time and children also bake bread which they describe as 'yummy'. Staff promote children's understanding of healthy choices as they provide very healthy and nutritious snacks for them with lots of fresh produce, such as cucumber, carrot sticks and wraps, and a variety of fresh fruit which children relish. Snack time provides a social occasion for children as they sit together and chat. Their independence is supported well as they serve themselves and pour their own drinks. Children are encouraged to be responsible as they clear their plates and cups away when they have finished. Children regularly enjoy the outdoor area where they develop and test their physical skills through enjoyable and challenging experiences. For example, they learning to use skipping ropes which help to develop skills in coordination.

Staff are deployed well to guarantee they can supervise children at all times and promote their safety. Risk assessments and daily checks of the premises are undertaken to ensure the environment is safe for children to play in. Children are well supported in taking calculated risk, such as when building with big blocks or when helping to build the 'bug hotel'. As a result, they can set their own boundaries and learn to take responsibility for their own safety. In addition, routines, such as wearing high visibility vests when walking from school and learning about road safety, reinforce safety messages.

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

The manager and staff have a growing understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. Sound recruitment procedures are in place to ensure staff are vetted and suitable to work with children. The security of the premises is robust and risk assessments of the environment ensure children can move freely and play safely. Furthermore, visitors to the provision are monitored and required to display their visitor's pass to assure others that they are permitted to be on the premises. As a result, no unwanted visitors gain access to the provision and children are kept safe. Staff have a good understanding of safeguarding children in relation to child protection

issues. They have received up to date training on safeguarding and are aware of their responsibility to report any concerns to the Local Safeguarding Children Board.

The manager demonstrates a sound understanding of her responsibilities. She works alongside the staff to deliver an appropriate educational programme for the children. The arrangements for monitoring staff's performance are in the early stages. Formal supervision sessions are being undertaken to identify individual's strengths and areas for further development. The manager is starting to obtain information regarding relevant training opportunities for the staff team to ensure they have up to date knowledge and understanding of childcare issues. Since the present manager has been registered she has reviewed all the records and documentation and has brought these into line with the current legislation. She has also introduced some changes within the organisation of the provision, such as ensuring there is a quiet area for children. However, arrangements for self-evaluation are not yet fully developed, as the views of parents, children and staff have not been taken into account to ensure they feel included.

The staff team work very hard to share relevant information with the schools children attend. They send regular written summaries of the activities children have enjoyed and the progress they have made whilst they have been attending the provision. The manager has asked for information regarding children's current learning from their schools, this has yet to be provided. The manager recognises this is as priority and is currently looking at different ways to gain this information.

Children are assigned a key person who must help ensure that every child's learning and care is tailored to meet their individual needs. However, not all key persons hold relevant qualifications or have a secure understanding of the early learning goals. This is a breach in requirements. As a result, all children's learning and progress is not always consistently supported as well as possible.

Staff have established positive relationships with parents. They provide information for parents via the notice board, information sheets and daily verbal communication. Parents comment on how happy their children are in the provision and that the staff are very supportive, welcoming and friendly.

### **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

<b>Unique reference number</b>	EY454771
<b>Local authority</b>	Stockport
<b>Inspection number</b>	887856
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	85
<b>Name of provider</b>	Offerton Childcare Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07769 273 358

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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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