

# Allstars at Mablins Lane

Mablins Lane Community Primary School, Crewe, Cheshire, CW1 3YR

## Inspection date

14/05/2013

Previous inspection date

08/12/2008

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- The effectiveness of the partnership with parents is underpinned by two-way communication, ensuring that parents are kept very well informed at all times. There are effective partnerships with other providers to ensure that children are prepared for their transition between the setting and the school.
- Staff have a good understanding of promoting children's learning through stimulating and challenging activities. As a result, children make good progress.
- Children are forming close attachments and interact positively with their peers and the staff caring for them. Children are well behaved because they are fully aware of the boundaries and expectations for the club.
- Effective and regular supervision and monitoring, enhances staff performance. The self-evaluation process includes all stakeholders and promotes improvements that bring about effective changes, which benefit the children.

### It is not yet outstanding because

- Children's writing skills are not fully supported by the staff because spontaneous and planned opportunities to do so are not always utilised.
- Children are not yet fully supported in relation to developing self-care skills because routine opportunities to encourage this, are not always used effectively.

## 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 activities in the indoor and outside play areas.
- The inspector held meetings with the manager and held discussions with members of staff.
- The inspector scrutinised a range of documentation; children's assessment records, staff suitability, self-evaluation documentation and the risk assessment records.
- The inspector took account of the views of children, parents and carers spoken to on the day.

## Inspector

Mary Henderson

## Full Report

### Information about the setting

Allstars at Mablins Lane was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built mobile classroom in the grounds of the Mablins Lane Community Primary School in the Crewe area of Cheshire. The club is managed by a private provider. The mobile classroom is accessed from a short flight of stairs. There is a fully enclosed area available for outdoor play. The club serves the on-site primary school children. The club employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, one holds a degree in early years and one member of staff is working towards a recognised qualification in childcare. It is open each weekday during term time from 7.30am until 9am and from 3pm until 6pm. During the school holidays, the club is open from 7.30am until 6pm.

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

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

- support and scaffold individual children's writing as opportunities arise, so that they gain even more confidence in their literacy skills
- support children's independence further, for example, by allowing them to pour their own drinks during snack times.

## Inspection judgements

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

Staff promote all areas of learning and development because they provide accessible resources, equipment and activities for both indoor and outside play time. These reflect children's current and ever changing interests. Children are able to express their thoughts and opinions and confidently seek support as they wish. This helps the children to achieve expected levels of development and prepares them for their next stage of learning.

Children's physical skills are developing very well because staff provide ample space and plenty of time for them to be active and exuberant outdoors. For instance, children manoeuvre around one another as they chase and run around the outdoor play areas. Some children choose to play football games with older children, others choose to play 'tag' with their peers as they confidently run around shouting 'You can't catch me'. Staff are sensitive to children's learning and developmental levels. For example, they encourage outdoor number games, such as 'elevenses' where younger and older children play

together counting from one to 11 till someone is 'out'. They show confidence and resilience as they involve themselves in such outdoor games.

Staff provide a broad range of resources and tools to support children's planned and spontaneous learning. For instance, children help themselves to paints and brushes as they paint their own self-portraits. Children have a good sense of self-awareness as they proudly tell staff about their painting, saying 'Ooh, it's gorgeous'. Staff support children's growing independence and learning through good two-way interaction. However, at times, staff do not always make the best of spontaneous opportunities for children to write their own name on their work or to pour their own drinks during snack times. This does not enhance their already good literacy and independence skills, to the maximum. Children's interest in mathematics is extended because the staff use various ways to encourage their recognition of number and counting skills. For example, they support children's learning about numbers by asking them what one more or one less makes when counting the crayons, which they are using to draw with. Areas are rich in print where children can refer to words and numbers in the environment.

Children are very well supported by staff, who encourage them to display their own work in their learning journal scrapbook. Children problem solve as they carefully fold their work to make it small enough to fit the book. During the school holidays, children are provided with a broad range of outings to places of interest. This includes visits to museums and castles. Here, the children talk about and explore the buildings, artefacts and historical happenings of the past. Children's learning is further extended by the staff because they provide resources that encourage them to take various rubbings and look more closely at these back at the club. Staff provide other interesting activities for the children that reflect their outings, including changing snack time for a medieval banquet, where they pull apart a whole chicken and talk about the way things were done in time gone by. Children are also taken on regular outings to the forest school where they learn about the world around them. They collect branches to make a den and collect various leaves and twigs to bring back to the club. Many of the visits are supportive of children's own interests and topics that they are exploring at school. This further supports children's transitions between the setting and the school and complements the learning in school, where they spend most of their time.

Staff have developed their knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage and undertake meaningful observations and assessments. They use these to identify children's next steps in their learning and development. Plans are frequently checked to ensure that children are making good progress and to identify any gaps where they may need further support. Parents are provided with an array of information about the Early Years Foundation Stage. They are also encouraged to support their child's learning at home through two-way discussions and sharing of learning journals.

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

Staff promote positive relationships and attachments with all children. They ensure that children settle in well when they start at the setting. This is further supported through

good one-to-one support sessions between children and their key person. This also ensures children's high levels of positive behaviour. Transitions between the setting and school are very well supported. This further supports children's personal, social and emotional development.

Children demonstrate that they are happy because they smile frequently, giggle and talk with adults and peers and run around with their friends in the playground. Children's own work and photographs of activities enjoyed are displayed for them and their parents, thereby, fostering a good sense of belonging to the club. They learn about a healthy lifestyle as they wash their hands before eating and after visiting the toilet. Opportunities for physical activity and exercise are promoted very well because children go outdoors on a daily basis and make choices about what they want to do. Children's healthy lifestyle is further promoted because they talk with staff about the healthy food they are eating for snack time. During visits to the forest school, children develop a good understanding about taking risks in a supervised environment, for example, as they climb and balance on tree logs.

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

Leaders, managers and staff are very clear about their responsibilities in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. Staff are fully informed about the child protection policy and procedures to be followed and know what to do should there be a concern about a child in their care. Rigorous recruitment and induction procedures help to ensure that all adults working with children are suitable to do so. Staff receive regular supervision and monitoring sessions to identify where support is needed to improve their performance, so that the children fully benefit. Children's safety is given high priority. For example, a touch pad gate entry system has been installed to facilitate easy access to the club by authorised people delivering or collecting children. Risk assessments are effectively implemented for both the indoor and outside environment to ensure that children can play safely and move around freely.

Management and staff meetings are held to review practice and how best to support the children attending. Staff have a good understanding of the learning and development requirements. As a result, they are able to accurately assess and monitor the educational programme, including the planning, to ensure that children make good progress and there are no gaps in their learning and development.

The management and staff work well together as a team and with parents, to meet children's needs. They also liaise well with the reception teacher at the school, which supports children's skills and capacity to develop and learn effectively. Parents contribute to the initial assessment of children's development and have access to learning journey documents. This helps them to know about their children's achievements and progression over time. The daily two-way flow of verbal communication ensures that parents know about their child's experiences in the setting. Parents are also kept up to date with their child's school day and they have free access to the policies and procedures of the setting.

Parents' comment positively about the very genuine caring approach of the staff and also about the range of resources and activities offered. Partnership working with other agencies ensures that children's needs are identified early and met. The self-evaluation systems in place are robust and include input from leaders, managers, staff, children and their parents. The improvement plan in place ensures that action taken to address areas for improvement have a positive benefit for all children.

### **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

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>	EY280267
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	861043
<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>	32
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Pine Lodge Creche and Day Nursery Ltd
<b>Date of previous inspection</b>	08/12/2008
<b>Telephone number</b>	07795498787

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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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