

# Royles Brook Stay and Play Club

Royles Brook Primary School, Marsh Road, THORNTON-CLEVELEYS, Lancashire, FY5 2TY

## Inspection date

14/05/2013

Previous inspection date

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

- Relationships between staff and children are relaxed, positive and supportive. Consequently, children are able to feel safe, confident and settled at the club. They demonstrate good behaviour and play well together.
- Staff work closely in partnership with the host school; for example, they regularly exchange information that can be used to meet the needs of the children. Activities complement the learning in the school in which children spend most of their time.
- Children benefit from time and space to enjoy energetic play daily. They know the importance of physical exercise and a healthy diet in maintaining a healthy lifestyle.

### It is not yet outstanding because

- The system for observation and assessment does not fully show how children are making good progress towards the early learning goals.
- Evaluation of the provision does not always focus clearly enough upon assessing the impact of the provision on 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 activities in the classroom and outdoor play area.
- The inspector spoke with the manager, individual staff and children at appropriate times throughout the observations.
- The inspector looked at children's observation files, planning documentation and a range of other records, policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Kathy Leatherbarrow

## Full Report

### Information about the setting

Royles Brook Stay and Play Club was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated with Royles Brook Primary School in the Thornton-Cleveleys area of Lancashire, and is owned and managed by a committee. The club serves the children of the school and has access to the school hall and one classroom. There is a fully enclosed area for outdoor play.

The club employs four members of childcare staff, three of whom hold appropriate qualifications to at least level 3. There are currently 44 children on roll, five of whom are within the early years age range. The club is open Monday to Friday during school term times. Sessions are from 8am until 9am and from 3.10pm until 5.30pm. Children attend for a variety of sessions. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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

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

- help parents to understand how their children's progress links to the developmental bands as they develop towards the early learning goals
- make sharply focused evaluations of the impact of the provision on children, in order to develop the provision further.

### Inspection judgements

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

The professional and dedicated manager and staff provide good quality childcare. Children readily come into the club after their day at school. The welcoming environment means children enjoy the social occasion and talking about what they have done during their school day. Younger children delight in talking about what they had for lunch and the physical exercise they have taken part in. Children learn to wait their turn and develop their speaking and listening skills as they respond only when other children have finished talking.

The effective organisation of the resources and the discussion of the activities enable children to make choices and decide their own play. For example, children make butterflies for their mini-beast display, play board games and enjoy dressing up before

going outside. Staff effectively support children in play. For example, younger children enjoy dressing up and role play and staff effectively encourage them to continue with this play outdoors. This results in the children exploring the outdoors in the fresh air while taking dolls for a walk in their prams, continuing their interest in role play. There are good systems in place for complementing the learning and development provided in the school. Staff work well with the school to effectively guide planning for any areas that may need addressing, such as opportunities to practise handwriting or using scissors. These procedures ensure children's care and education is supported across both settings.

Parents are invited into the club to complete the registration details and the 'all about me' booklets on their child. This provides a good starting point and covers the child's likes and dislikes and necessary personal details. Staff have a secure understanding of the Early Years Foundation Stage and the seven areas of learning. Although the observation and assessment provides some information to parents about their children's achievements, links are not always made to show what their progress looks like in relation to the early learning goals.

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

Children feel valued and have a sense of belonging because the environment is welcoming and they receive a warm greeting from staff. This promotes a caring atmosphere where they feel confident to make requests, for example, to have another snack and to change resources. They also seek staff when wanting comfort or to assist in the resolution of a dispute.

Behaviour is managed well through a consistent approach and including the children in the creation of realistic club rules. As a result, children understand what is expected of them as they respond to the request of staff. They demonstrate their sense of humour as they laugh and joke together. Staff listen and praise children at all times, resulting in children's self-esteem being effectively promoted. Children of all ages mix well together as they learn to cooperate; this helps them to prepare for the next stage in their learning. They are very independent as would be expected of children of school age. They manage their own needs at mealtimes and when attending to their personal needs, such as taking off their jumpers and cardigans, hanging them up and going off to play. Children are learning to be safe as they are reminded not to run, to ask politely and to tell staff if they are leaving the room to use the bathroom facilities.

Children follow hygienic procedures as they routinely wash their hands before touching any food and regularly help themselves to tissues. Their independence and self-help skills are encouraged as they assist in the preparation and serving of snack, which is well balanced and nutritious. Children are aware of the importance of food helping them to grow, and eating together is a happy, social experience. They have good opportunities to use the outdoor area on a daily basis as they develop their physical skills and to work off their excess energy from the school day. They play football, use large apparatus, make dens and sit talking in quiet areas in the sunshine.

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

The manager and staff team have a clear vision that the club should be a place where every child has the opportunity to be valued and supported. The manager has a clear understanding of her role in regard to the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff performance is monitored through observations of their practice and regular team meetings where all aspects of the club are discussed. Training is encouraged and all staff are required to complete and renew regular safeguarding and first aid certificates.

The manager has a strong commitment to continuous improvement. Priorities for development are regularly discussed; parents and children are consulted and changes are implemented. However, there is scope to focus more sharply on the impact of the provision on children and how to develop the provision even further. Children freely voice their opinions about the club and share their thoughts and feelings, including what they would like to see change. Staff purposefully seek children's views on a weekly basis to inform the following week's planning. Staff are effective in their response to children's comments and act on them quickly, such as providing opportunities to perform a talent show.

The children are effectively safeguarded through appropriate recruitment processes and staff are fully aware of their role to protect children from harm. They are confident who to report to, and all details are within the comprehensive safeguarding policy and the displayed flow charts of whom to contact. All staff are vetted and have suitable qualifications to support young children's developing needs. Parents are consulted when their child starts at the club and they can make their contributions through the daily discussions at their child's collection time. All staff work in the host school, mainly within Reception. This ensures strong links are made with the school and the club acts as a link between school and home for some children. As such a consistent approach to the child's care is in place.

### **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>	EY448759
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	893495
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Stay and Play Committee
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01253821396

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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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