

# ABC Club at Alderman Bolton Primary

Alderman Bolton Primary School, Longdin Street, WARRINGTON, WA4 1PW

<b>Inspection date</b>	11/06/2013
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		3
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 take part in a satisfactory range of enjoyable, age-appropriate activities which support their learning and development.
- Children learn to respect and tolerate each other's differences, and their behaviour is managed effectively by staff.
- Children develop their independence as they are encouraged to make choices about what they play with and begin to complete simple self-care tasks by themselves.

### It is not yet good because

- Resources and equipment in the designated two-year-old room are not extensive, which occasionally affects the learning and development experiences children encounter.
- Children who speak English as an additional language are not provided with sufficient opportunities to develop and use their home language in play and learning, in order to support their language development.
- Some routines of the club have not been given enough consideration to ensure that the needs of the young children attending are met at all times, such as arrival, departure and outdoor play.

## **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.

## **Inspection activities**

- The inspector undertook a tour of the premises.
- The inspector observed children's play and learning.
- The inspector reviewed documentation and discussed children's learning and well-being with staff.

## **Inspector**

Wendy Dockerty

## Full Report

### Information about the setting

The ABC Club at Alderman Bolton Primary was registered in 2012 on the Early Years Register. It is situated in Alderman Bolton Community Primary School in Warrington, and is managed by the governing body of the school. The club serves the local area and is accessible to all children. It operates from the two-year-old room and the school nursery. There are enclosed areas available for outdoor play.

The club employs three members of childcare staff who work directly with the children. The manager, who is the nursery teacher in the school, holds Qualified Teacher Status, and one other member of staff holds an appropriate early years qualification at level 3. The club opens Monday to Friday during term time only. Sessions are from 8.50am until 11.50am and 12.15pm until 3.15pm. The club provides funded early education for two-year-olds, and there are currently 12 children on roll. The club supports children who speak English as an additional language.

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

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

- provide opportunities for children whose home language is not English to develop and use their home language in play and learning, supporting their language development at home.

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

- improve routines for children's arrival, departure and outdoor play to ensure that best use is made of the premises, in order to meet the needs of the children who attend
- extend the resources and equipment available to children in the designated two-year-old room to provide a wider range of learning experiences for children.

## Inspection judgements

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

Children are provided with a suitable range of activities and experiences which they enjoy and which support their development across the areas of learning. Staff at the club have a

satisfactory understanding of the Early Years Foundation Stage and recognise the areas in which children are developing. This enables them to support children to develop the skills they need in readiness for school. An online system is used to record children's learning, which includes photographs and observational comments. Staff use this information to identify children's next steps to support their future development. They spend time talking to parents and visit the children at home to find out what they can do before they start at the club. This enables staff to find out about children's learning needs. Staff are aware of the progress that children are making, and use the Development matters in the Early Years Foundation Stage guidance to highlight the progress they have made. Children's interests, preferences and developmental needs are used when planning activities.

The club operates from one main room, which specifically caters for children aged two years. The children also access the nursery room in the school at different times, which caters specifically for three- and four-year-olds. The teacher in the school nursery acts as the manager for the club, and although she does not work directly with the two-year-old children in their room, she monitors the observation, assessment and planning system. Children have access to a suitable range of resources, such as those for sand and water play, imaginative play, construction equipment and mark making. However, as the club has recently moved into this designated room, the resources are not as extensive. This means children have fewer choices about the experiences they take part in.

Children enjoy playing with the cars and garage, and they drive the cars up the ramp and let them slide down again. Staff support children to share the more popular cars, which assists children in learning about sharing and taking turns. Children move between the activities freely, and staff follow their interests. While playing in the sand tray, children use their small physical skills as they enjoy scooping sand into buckets, running it through the mill, and pouring it through funnels. Children also develop their physical and sensory skills as they explore the texture of the modelling dough. Staff encourage children to squash, roll and fold the dough. Children look at the shapes of the cutters and create different models, while learning new words and extending their language skills. While painting, children choose from the different colours available, and more confident children talk to staff about their artwork. For example, they explain that they are painting a dinosaur using brown and orange paint. This supports their understanding of shape and colour as well as developing their communication skills. At the table, children sit with staff as they develop their early writing and mark-making abilities by using whiteboard pens to draw spiders. They practise drawing a circle and adding the legs of the spider as they sing a favourite nursery rhyme.

Children have daily access to the outdoor area which they share with the school nursery and reception class children. Although a separate outdoor area can be directly accessed from the club room, this is not in use as due to the lack of resources available. Children choose whether to ride on wheeled toys, play on the climbing equipment or explore the water tray using pipes, watering cans and buckets. Children sit together with staff on the carpet for a group activity. They share a short story and then explore making sounds with musical instruments, such as tambourines, shakers and bells. Children develop their listening skills as they follow simple instructions, such as playing loud, quiet, fast and slow. They develop their language and communication skills as they sing popular nursery rhymes while playing their instruments.

Several children attend who speak English as an additional language. Staff demonstrate some knowledge of children's backgrounds and take time to talk with parents to explain procedures and routines. However, there are insufficient opportunities for children to use their home language in the club. This affects their ability to confidently use their own language outside the home and build strong bilingual foundations when learning English. There are currently no children attending with special educational needs and/or disabilities. However, staff monitor children's development and demonstrate knowledge of intervention strategies. These can be used with children as required, such as activities to support children in their language development, behaviour and social skills.

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

Children are assigned a key person and their individual care and welfare needs are known and provided for. Information is gathered from parents before children attend with regard to children's personal preferences and requirements, and staff carry out a visit to the child's home, which supports the settling-in process. Children learn about the wider world through discussions and activities. They celebrate various cultural and religious festivals and access a selection of resources reflecting positive images of diversity when using the two rooms.

Children's individual needs, such as allergies and specific dietary requirements, are provided for. Some routines do not always fully promote children's well-being. For example, when arriving at the club, children are brought to the shared nursery entrance, instead of the designated entrance to the two-year-old room. This means some children become unsettled as they say goodbye to their parents. They then have to wait for other children to arrive before they can all walk through to their own room. Transitions are managed well as children at the club spend time in the school nursery before they move into the room on a long-term basis. Staff are familiar to all children, and information regarding children's individual needs and development is shared. In addition, links have been established with other early years settings in the local area to support children who attend a different nursery before coming to the club and school nursery.

Children are developing a satisfactory understanding of the importance of staying healthy and safe. They enjoy a range of physical exercise, both indoors and outside, throughout the year. This supports them to stay fit and healthy. Snacks are provided, which include healthy items, such as fruit, vegetables and milk. Children have access to individual named beakers of water which they can help themselves to. Regular fire evacuation drills are carried out as part of the whole school setting, which supports children to develop an understanding of keeping themselves safe in an emergency. In addition, staff remind children of the need for appropriate behaviour in order to keep themselves and others safe. For example, children are asked not to run indoors, to clear away equipment after use and to hang coats on their own pegs to avoid any accidents.

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

Staff demonstrate a satisfactory knowledge of the requirements of the Statutory framework for the Early Years Foundation Stage. Further training is currently being attended by the manager and room leader in order to update their knowledge of working with the younger two-year-old children. A performance monitoring system is in place, which includes staff observations and appraisals by the manager and school head teacher. Risk assessments are in place as part of the overall school premises, which helps to protect the children from harm. Safeguarding procedures are in place and staff demonstrate an understanding of the procedures to follow should they have concerns regarding a child's welfare. New staff are informed of the health and safety routines and they are given training specifically with regard to safeguarding children within the first few weeks of starting at the setting.

Required paperwork and records are appropriately maintained. The manager works with the school leadership team to identify areas for development as part of the whole school improvement plan. The team of staff working with the two-year-old children demonstrate a commitment to continuous improvement. The manager monitors the educational provision by assessing the progress children are making. Tracking systems are in place to ensure children develop across all areas of learning.

Parents and carers are welcomed into the club regularly and are aware that they can speak with staff whenever they wish. Information is shared through newsletters and verbally at the start and end of the sessions. Parents can access their children's development profiles through a secure online system, which means they are kept informed of the progress their children make. The club has effective links with other settings and practitioners to enable them to support children's progress. Professionals, such as speech and language therapists and special needs coordinators, visit the club when required to support staff and children.

## 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>	EY452349
<b>Local authority</b>	Warrington
<b>Inspection number</b>	899397
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	12
<b>Name of provider</b>	Alderman Bolton Primary School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01925633262

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

