

Shooting Stars at Christ Church

Christ Church, Broadway, MORECAMBE, Lancashire, LA4 5BJ

Inspection date

18/06/2013

Previous inspection date

01/07/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 happy, secure and settled because the staff create a relaxing environment.
- Children choose freely from a wide range of activities both inside and outside.
- Children have very positive relationships with all staff which support their emotional well-being.
- Children are well protected because the management team and staff place importance on children's welfare and safety.

It is not yet outstanding because

- There are fewer resources to help children reflect even further on their very positive attitudes to different cultures or disability.

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 looked around the setting including outside.
- The inspector spoke with the manager, staff and children throughout the inspection. The inspector also spoke with parents.
- The inspector looked at documentation. These included children's records, policies and staff records.
- The inspector carried out observations of the children's interactions with staff during activities.

Inspector

Sandra Harwood

Full Report

Information about the setting

Shooting Stars @ Christ Church was registered in 2009 and is on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It is based in a church hall in the area Broadway of Morecambe and is managed by a limited company. The out of school club serves the local area and is accessible to all children. It operates from two indoor halls and there is a fully enclosed area available for outdoor play.

The out of school club employs 15 members of childcare staff. Ten staff hold appropriate early years qualifications at level 2 and 3, including the manager, who has Qualified Teacher Status.

There are currently 150 children on roll, of these, 20 are within the early years age group. The setting also cares for children aged five to 11 years. It supports children with special educational needs and/or disabilities. The out of school club opens from 7.15 am to 9.00 am and 3.00pm to 6.00pm, Monday to Friday. The holiday club operates full day, from 7.30am to 6pm during school holidays. Children attend for a variety of sessions.

What the setting needs to do to improve further

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

- extend resources to promote positive attitudes to different cultures or disabilities, for example, through the use of visual aids.

Inspection judgements

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

Children engage enthusiastically in the wide range of activities on offer in the setting. The staff are very friendly and have fun with the children who initiate their own play, offering support if needed. Staff create a relaxed atmosphere which fully meets the children's needs after an active day at school. Children know what resources are available and ask for other resources as required. Through effective use of observations and good knowledge of the children's interests, staff plan activities that build on children's learning to ensure they make good progress. They identify children's stage of development through using the Early Years Foundation Stage framework and supporting documents.

Children's personal, social and emotional development is well supported. Children play very well together, they take turns as they skip with the long rope, or play football on the grassy area. Children enjoy being creative, they draw, make wish books or design and

make 3D fruit pictures. There is space for children to read books, or sit and chat with friends. Children and staff enjoy lovely conversations on the walk back from school, and in the setting. They chat about their day or home life, such as recently getting a new car. They invite staff to join in their play. Staff are genuinely interested in what the children say, which means children develop their speaking and listening skills.

Children contribute ideas for activities or resources, with staff following children's lead, for example, during a game of four in row children introduce new elements into the game which the staff embrace and follow with enthusiasm. As staff and children play a card game together, children extend their knowledge of mathematics in a fun way as they work out the year on the card, compare and decide which the oldest year is. Resources support most areas of learning, however, there are fewer resources to enhance children's good awareness of different cultures and disabilities. This means their progress in this area is not as rapid as in other areas of learning

Staff place a strong emphasis on children's abilities which means they are motivated and keen to learn. There is a balance of fun adult-led and child-initiated activities which are led by the children's interests. Information shared by school and parents, at settling-in visits and subsequent conversations ensure staff have an up-to-date knowledge of each child and their stage of development. This means that activities and resources are suitable to meet the wide age range and developmental stage of the children. Children can choose to play inside or outside throughout the session. They can be independent; as a result, they are developing good skills for future learning.

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

Children's emotional well-being is well supported through the warm and trusting relationships they have with their key person and other staff. Children are confident, well motivated and have a secure sense of belonging. They behave well; know what is expected of them and respond positively to staff. Children learn to respect each other as they share and take turns and follow the positive example set by the staff. Children cooperate very well with each other as they help each other, for example, at snack time, to spread their hot cross buns.

Children learn about keeping themselves safe. They follow clear procedures when walking from school to the club and wear high visibility jackets. Reinforcement about road safety is achieved through visitors from the police and practice in the setting. Children also engage in evacuation drills. This ensures they know what to do in the event of an emergency. These practices all enhance children's growing understanding of safety.

Children benefit from fun opportunities to play outdoors and thoroughly enjoy the large space. They really enjoy the space for football, use of scooters or space to sit and chat to friends. Staff join in with play, such as ball games and skipping. This helps children develop positive attitudes towards healthy lifestyles and exercise. Children have a choice of healthy snacks and drinks are continually available to ensure they are well hydrated. Staff ensure that children follow good hygiene routines, such as washing hands before snack, this encourages all children to manage their personal needs effectively.

Settling-in visits are carried out at children's and parents' pace and parents supply relevant information about children's needs. The exchange of information enables staff to support children's first few weeks into the setting and a buddy system with older children helps them as they settle in to the club.

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

Staff and the management team have a good understanding of their responsibility to meet the safeguarding and welfare requirements. The efficient recruitment and vetting procedures ensure that staffs are suitable to work with children. A good induction means that staff has a clear understanding of their role and responsibilities towards the children and the setting. Staff have a secure understanding of how to safeguard children and confidently discuss the procedures to follow should a concern arise. This also includes identifying and responding to adult behaviour. All relevant documentation is in place for the safe running the setting and welfare of children.

Partnerships with parents are well established. They are provided with information through the parents' notice board, letters and daily verbal exchanges. During the inspection, parents spoke highly of the setting. Parents confirm that children are happy, enjoy the activities and staff are fun.

Partnerships are well established with the schools that the children attend, to ensure relevant information is shared. This means that staff can meet the needs of the children very well. Partnerships with other agencies, such as the physiotherapy service, are well established to provide support and guidance to meet the needs of children with special education's needs and/or disabilities.

Staff work together well and demonstrate a firm commitment to offering activities and experiences that support the learning and development of all children. They continually evaluate activities and their practice through discussions with each other, the children and parents. Consequently, they identify, adapt and change to meet the changing needs of all the children.

Staff benefit from regular team meetings, staff appraisals, peer feedback and support from the manager. As a result, staff use this information to inform their training needs and use regular opportunities to attend training to increase their knowledge and practice. Evaluation takes place regularly through a range of ways which contributes to areas for improvement. This includes regular input, through questionnaires, from parents and children to improve the service.

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

Unique reference number	EY386654
Local authority	Lancashire
Inspection number	821698
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	150
Name of provider	Louisa Jayne Longworth
Date of previous inspection	01/07/2009
Telephone number	07563588987

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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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