

The Grange Out of School Club Ltd

The Grange Community Complex, Highfield Grange Avenue, WIGAN, Lancashire, WN3 6GH

Inspection date

09/07/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

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 enjoy their time at the club. They are warmly welcomed by the staff who effectively promote their personal, social and emotional development. Consequently, children are building positive relationships with both the staff and their peers.
- Children benefit from an appropriate range of activities and experiences, which generally complement their time in school. This means children have some opportunities to consolidate and further extend their learning.
- Children safety is given a very high priority. Consequently, children are learning the importance of road safety as they are escorted to and from school.

It is not yet good because

- Parents are not informed about the club's policies and procedures.
- Information sharing and partnership working with all providers and schools is not fully established in order to effectively complement children's learning.
- Children cannot always access the range of activities and resources to make choices and consistently direct their own play.
- Plans to monitor the quality of the club by using a self-evaluation process to identify priorities for improvement are not fully implemented.

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 main children's playroom and the outside play area.
- The inspector held meetings with the manager and also spoke to staff in the club at appropriate times throughout the inspection.
- The inspector looked at children's evidence of suitability of staff working within the club and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Vickie Halliwell

Full Report

Information about the setting

The Grange Out of School Club Ltd was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is situated within The Grange Community Complex in the Maurus Bridge area of Wigan and is managed by a private provider. It has sole use of one community room in the main building for breakfast club and an adjacent self-contained building for after school care where there is an enclosed area available for outdoor play.

The club serves Maurus Bridge Primary School and is accessible to all children who are in full time education. The club currently employs two members of childcare staff who hold appropriate early years qualifications at level 3. It operates during term times from 7.30am to 8.55am and from 3.25pm to 5pm. Children attend a variety of sessions. There are currently 11 children attending; of these three are in the early years age group.

What the setting needs to do to improve further

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

- provide information for parents to ensure they are fully informed about policies and procedures, including the complaints procedure and how to contact Ofsted if they believe the club is not meeting the requirements of the Statutory Framework for the Early Years Foundation Stage.

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

- strengthen links between the school and the out-of-school club to fully promote continuity of learning for early years children who attend the club
- maximise the use of the environment and resources to fully support children's learning so that they confidently explore and truly make choices about their play in challenging indoor and outdoor spaces
- improve procedures for self-evaluation to ensure that strengths and weaknesses are effectively identified and identified weaknesses inform identified priorities and plans for improvement.

Inspection judgements

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

Provision for children's learning and development is satisfactory. Children greet staff enthusiastically at collection time and enter the club confidently. They are familiar with established routines and make some informed choices about how they spend their time. Children benefit from a very high staff to child ratios and delight in the opportunity to sit and chat to staff about their day in school, family life and their plans for the evening. Staff ensure a varied range of suitable play materials are accessible, for example, board games, puzzles, paper and felt pens, books, electronic games and dressing-up clothes. Consequently, children are suitably occupied and generally well-supported by staff, who instinctively question children and support their learning throughout the short session.

Children are consulted about future plans and are encouraged to write and display what they would like to do. They are suitably occupied, for example, as they choose to draw and colour with felt pens. However, some children are not always inspired or motivated by the play materials provided. Most resources while visible and accessible are left in boxes in storage units. As a result, they are largely untouched by the small group of children in attendance. Staff respond positively to children's requests to play outside and facilitate a range of ball games which provide some good opportunities for children to be physically active.

Partnerships with the school have recently been established, as a result, staff are mindful of individual learning priorities. They are beginning to build on what children already know to help them make progress and prepare children for their transitions within school. For example, encouraging children to write simple sentences to practice and refine their early writing. Parents are warmly welcomed and talk informally with staff exchanging information about their children during arrival and collection times.

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

Good relationships with their key person and the small staff team help children form secure attachments, which provide a strong foundation for their well-being. Registration forms are completed by parents when children start so the club has basic information, such as their likes and interests. The quiet, caring and supportive environment ensures children feel valued, safe and secure. Children enjoy the walk from school to the club and talk openly with staff about their day. Staff are sensitive to children's individual needs and instinctively provide support and reassurance to quieter children within the group. This helps children build relationships and engage in group activities. Such positive interactions help promote children's confidence and self-esteem. This provides a firm foundation for the next stage in children's learning as they progress through school.

Children's health is satisfactorily promoted; children are adequately nourished and enjoy fresh fruit and a drink when they arrive at the club. They exercise daily as they walk to and from school and have daily access to outdoor play. Children's safety is given the

highest priority, staff effectively use the 'walking bus' to ensure children are safely escorted to and from school. Consequently, children are learning about road safety and how to keep themselves safe. They are very aware of boundaries within the club and fully understand the importance of listening to staff and walking carefully to and from school. Children who wish to relax in comfort after their day at school are able to sit quietly on bean bags and cushions. Staff are positive role models who provide clear guidance and encourage children to consider the importance of socially acceptable behaviour. Consequently, children are well behaved.

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

The manager is aware of and ensures most of the safeguarding and welfare requirements for the Early Years Foundation Stage are fully met. Arrangements for safeguarding are strong, because the designated person ensures staff are fully aware of the importance of safeguarding and their role and responsibility to protect children from possible harm. Consequently, staff are well-informed about the possible indicators of abuse and are able to implement appropriate procedures if they are worried a child is being abused. Appropriate recruitment procedures ensure staff are suitable to work with young children. Risk assessments ensure children's safety both in the club and while children are escorted to and from school.

The manager works directly with the children alongside an additional member of staff; together they appropriately meet the group and individual needs of the children. The small and informal nature of the club means staff are continuously monitored, this helps ensure consistency in children's care. Since registration the manager has attended training and subsequently reflected on the quality of the educational programme. In recent weeks the club have worked very closely with the local authority and systems to develop the educational programme to further support children's learning over time are emerging. However, plans to fully evaluate and subsequently monitor the quality of the club are not fully implemented. This means the club is not as ambitious about improving the provision as they could be.

Parents spoken to during the inspection expressed their satisfaction and stated that their children enjoyed coming to the club. An overview of the club's policies and procedures are shared verbally at admission. This provides parents with some insight, however, details of the written policies and procedures are not routinely shared with parents. Consequently, parents are not always fully informed of the club's safeguarding or complaint's procedures. This is a breach of a legal requirement of the Childcare Register. Liaison with the reception class teacher is emerging, but is not secure. Consequently, staff are unable to fully complement children's learning in school. Staff are aware of the importance of working with external agencies to ensure children get the support they need.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with**

The requirements for the voluntary part of the Childcare Register are

actions)

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure copies of the written statements of safeguarding procedures and complaints procedures are available to parents (compulsory part of the Childcare Register).
- ensure copies of the written statements of safeguarding procedures and complaints procedures are available to parents (voluntary part of the Childcare Register).

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	EY457651
Local authority	Wigan
Inspection number	901766
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	11
Name of provider	The Grange Out of School Club Ltd
Date of previous inspection	not applicable
Telephone number	07903338524

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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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