

Gorse Hall Kids Club & Pre-School

Unit 1 Rayners House, Bridge Street, Stalybridge, CHESHIRE, SK15 1PF

Inspection date

06/09/2013

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

- Children are happy and secure in the presence of the staff and build positive relationships with them. As a result, children are settled and ready to learn.
- Parents are kept well informed through the use of communication books and a daily verbal exchange with staff, who provide good opportunities for parents to become involved in their child's learning.
- Children are kept very safe and healthy because staff have good knowledge of safeguarding.
- Children are curious and motivated to learn because staff provide a variety of activities and resources which capture their interest. Consequently, children make good progress towards the early learning goals.

It is not yet outstanding because

- The staff do not always make full use of everyday opportunities to fully support children's growing independence and learning, so that they can do things for themselves.
- There is scope to further develop children's communication skills, so they become even more confident in speaking and listening.
- The outdoor area does not incorporate print or number representation, so there are not enough opportunities for children to learn about print and number in the environment.

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 sampled records and documentation, including policies and children's development records.
- The inspector took into consideration the views of the parents spoken to on the day of inspection.
- The inspector asked staff questions to support her observation and documentation.
- A tour of the setting and a joint observation was made by the inspector and the manager of a member of staff who was leading a small group activity for children.
- The inspector carried out observations of staff and their interactions with children throughout the day and examined samples of documentation related to children's welfare and learning.

Inspector

Elaine Canale

Full Report

Information about the setting

Gorse Hall Kids Club and Pre-School was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is one of three provisions that were a re-registered due to change to a limited company. It operates from a light industrial unit in the Stalybridge area of Tameside. Children have use of two playrooms situated over two floors in a purpose built unit. The first floor playroom is accessible via an electrical stair climber. There is an enclosed outdoor play area to the rear of the building.

The setting employs a manager and 18 staff to work with the children. Two hold a foundation degree in childcare and 12 hold an appropriate early years qualifications at level 3. There are currently 34 children on roll in the early years age range. The setting is open Monday to Friday from 7.30am to 6pm all year round, with the exception of bank holidays and Christmas. Children can 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:

- enhance children's communication and language skills further by always making the most of opportunities during activities to further expand and broaden conversation with children through effective use of open-ended questioning
- develop further opportunities for children's learning and growing independence as they learn to do things for themselves during daily routines
- enhance the outdoor area to ensure children have opportunity to experience print and numbers in the environment.

Inspection judgements

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

The staff have a good understanding of the learning and development requirements to ensure all areas of learning are covered effectively. They provide a good range of challenge through a balance of adult-led and child-initiated activities. For example, the children make 'lemonade' during water play because staff provide resources to support this interest. The children independently access a wide range of resources that enables them to be active in all areas of learning. Consequently, children demonstrate good levels

of independence in their play and they develop the key skills needed for their future learning. Prior to admission into the setting, staff obtain information from parents about each child's background, starting points and needs. For example, parents complete an 'All about me' form and have informal discussions with staff. This ensures that routines are familiar and comforting and, as a result, children feel secure and settle well. Individual learning journey records give a good overview of children's progress and photographic displays clearly show children's enjoyment. Many planned activities successfully promote children's physical development. For example, in the outdoor area they have fun as they jump in puddles and carefully manoeuvre the wheeled toys.

Staff carry out the required progress check at the age of two and a written summary is shared with parents. This supports early identification of those children whose development is not within the expected range and action is taken to ensure they achieve well, working very closely in partnership with parents and other professionals. The staff suitably support parents to share information regarding their child's learning at home through the use of a communication book. Parents are also invited to an annual parents evening where a summary of learning and development is discussed. This supports staff to gain a holistic view of children's progress.

Regular outings in the local community are purposefully planned to help develop confidence as children become aware of others and road safety. This helps them to prepare for the next stage in learning, such as going to school. Visits to the park provide good opportunity for children to practise their skills in climbing and offers appropriate challenge for the children to develop their physical skills and manage risk. However, the setting has not fully encompassed all the areas of outdoor learning to further promote children's learning. For example, in the outdoor area there is no use of number or print to further enhance children's mathematical and literacy skills.

Children have good opportunities to use their imagination as they play with a range of small world resources, such as, trains, cars and construction. They enjoy opportunities for them to begin to develop their mark making skills using the interactive whiteboard, pencils and crayons. The children enjoy looking at books and listening to stories. The children's enthusiasm and enjoyment is very evident as they take part in singing and action rhymes. However, not all opportunities are used effectively, to extend conversation with children through use of questioning by staff during some activities. This does not maximise every opportunity to enhance children's communication and language skills. Staff place a good focus on developing creativity by using costumes and resources, such as real plates to act out stories with the older children. Children's mathematical skills are fostered well, particularly indoors, for example, as they build towers with large bricks. Staff talk about colour, shape names and size during play. Children develop their understanding of the world as they take part in activities for special events and festivals throughout the year.

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

There is a good range of well-maintained, safe and age appropriate resources for children to enjoy both indoors and outdoors. These are stored within easy reach of the children. Staff conduct a daily check of the premises. This enables staff to identify any potential risk

and manage it effectively and, therefore, children are kept safe. Children benefit from good levels of supervision, as staff are deployed well throughout the setting. Children show they feel safe and secure in the setting as they learn about the procedures for evacuating the premises during an emergency.

Children are happy and content throughout the setting. Staff know the children well and have good knowledge of their individual needs and preferences because they gather a good level of information from parents about their needs. This, together with an effective key person system, helps children form secure attachments, which promotes their well-being effectively. All children settle quickly in the setting because flexible settling-in procedures help them to become accustomed to the environment, and get to know staff who will care for them. Children confidently approach staff when they need reassurance and there are cosy places for children to relax and look at books. Once children are ready to move on to the next stage in their learning, such as school there are good systems in place to support them. The children's transition records are shared with school. This helps children to have a smooth transition into their new setting and ensures teachers are well informed to support their individual needs.

Children's health is effectively promoted by staff. The children eat nutritious meals which are freshly prepared. The menu provides a good nutritious balance of ingredients. Water is available all day. They have healthy snacks such as, yogurts and fresh fruit. The children are encouraged to independently and hygienically manage their own personal needs and when asked why they wash their hands before eating they reply 'to make them shiny and kill germs'. Children access tissues to wipe their noses and place them in the bin when finished. Children ask adults to help to pour them a drink when thirsty. However, there is scope to provide greater opportunities to promote children's independence, such as encouraging them to pour their own drink, peel their own fruit and serve themselves at mealtimes.

The staff positively promote children's sense of belonging and self-esteem as they play in a safe secure environment. They interact well with their peers and confidently talk to staff and visitors to the setting. Children are welcomed and have their own peg for their belongings. They behave well and relate to each other. The staff promote simple rules to support children to manage their own behaviour and sharing. Children are rewarded with verbal praise and stickers. The staff work in partnership with parents. For example, staff share strategies to support managing behaviour and toilet training. This ensures a consistent approach for the children.

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

Leadership and management of the setting is good. The owner and childcare manager are fully committed to improvement and continually strive to ensure all children achieve well in all aspects of learning and development. Partnership working with parents is valued and the children benefit from this. Parents receive regular newsletters informing them of how to support learning and development at home. Parents are welcomed in the setting and there are daily opportunities for discussion about their child's well-being and

achievements. Sharing information about observations in the setting and at home ensures parents and staff are kept informed about children's progress and development. They liaise with parents and produce transition reports when children move rooms within the setting and when they start school. This demonstrates good partnership working with both parents and other professionals, to ensure consistency for children. Parent's views are sought informally through discussion and formally through questionnaires. Parents spoken to at the time of the inspection clearly appreciate what the setting achieves for the children. They like the friendly team and the feedback they receive regarding their child's day and their progress.

Arrangements for safeguarding the children within the setting are strong. Safeguarding policies and procedures are fully understood by the staff team. They are confident about the procedures to follow in the event of a concern about a child in their care. Staff are vigilant and supervise children effectively to promote their welfare and safety. Risk assessments ensure potential hazards are minimised and access to the premises is closely monitored. Policies and procedures are available for staff and parents to access on the setting website. The setting has a policy for the use of mobile phones and cameras and all staff adhere to this. Robust vetting, recruitment and induction procedures ensure practitioners are suitable to be with the children.

The manager ensures children's progress is monitored effectively in order to identify any gaps in learning and development. The arrangements for appraisals and professional development are well considered with opportunities for staff to complete training to enhance their knowledge and skills. Self-evaluation is good. All staff are involved in the identification of strengths and weaknesses. Parents and children are also involved. For example, they were consulted regarding the outdoor provision. As a result, a target for improvement is to try and afford children the opportunity to go outside in all weathers. Staff create an environment that is welcoming and safe where children enjoy learning and grow in confidence. This ensures children receive a happy and enjoyable experience that helps to prepare them for their next stage in learning.

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	EY458831
Local authority	Tameside
Inspection number	906428
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	34
Number of children on roll	64
Name of provider	Dee Mac Childcare Limited
Date of previous inspection	not applicable
Telephone number	01613387895

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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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