

# WGOSP

Wilmslow Grange Cp School, Ullswater Road, Handforth, WILMSLOW, Cheshire, SK9 3NG

<b>Inspection date</b>	01/10/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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		2
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

- An appropriate range of toys and resources are provided, that promote all areas of learning. They are suitably stored so that the children are able to choose what they want to play with.
- Children build strong attachments and relationships with the staff. As a result, they settle quickly into the setting's routine and become keen learners.
- The manager monitors the setting and the staff team appropriately and supports professional development. As a result, this benefits all children.

### It is not yet good because

- The progress check at age two is not completed which means young children's progress and development is not as effective as possible.
- Strategies to engage all parents in their children's learning are not yet fully embedded.
- Staff sometimes intervene at the wrong time, meaning some children are disturbed during their play.
- The self-evaluation process is not robust enough to capture the views of all stakeholders to improve the service for children.
- The environment does not fully show children's achievements by displaying their work as well as demonstrating to children that print carries meaning.

## 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 indoors and outdoors.
- The inspector held meetings with the manager.
- The inspector spoke to members of staff about policies and procedures, planning and the progress children make.
- The inspector looked at children's observation, tracking and assessment records, planning documentation and a range of other setting documentation.

## Inspector

Adam Hindhaugh

## **Full Report**

### **Information about the setting**

Wilmslow Grange Out of School Club and Creche registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from within Wilmslow Grange Primary School and Nursery providing care for those attending the school and for pre-school children in the area. The setting is owned and managed privately. The setting serves the local area and is accessible to all children with an enclosed area available for outdoor play.

The setting employs seven staff who regularly work with the children and cover other shifts if needed and a further one acts as a supply staff. One staff has Qualified Teacher Status, one is qualified to level 4 and is working towards level 5 and six have relevant childcare qualifications to level 2 or 3.

The setting opens Monday to Friday during school term times. The before and after school provision sessions are from 7.55am to 8.55am and 3pm until 6pm. The creche provision is open from 9am until 11:45am. Children attend for a variety of sessions. There are currently 65 children on roll. The setting provides funded early education for three- and four-year-olds. It 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 meet the requirements of the Early Years Foundation Stage the provider must:**

- use the progress check at age two and information from this to create a targeted plan to ensure all children make expected progress.

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

- enhance the environment by providing areas for children to take pride in their achievements by displaying their work
- develop the self-evaluation process further by collecting the views of all stakeholders to enable the setting to continually demonstrate its capacity to improve
- share information on the Early Years Foundation Stage to parents so that they can take more of an active role in their child's learning and development
- develop all staff's ability to identify the right moments to intervene and move children's learning on, for example, by allowing children to continue with their current activity.

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

Children make satisfactory progress in all areas of their learning and development. Staff have an understanding of child development and use 'learning journeys' to monitor progress. This enables staff to ensure that children are making sufficient progress. Staff, generally, gather starting points of children's learning with parents initially and from different types of observations on the children. This enables staff to plan activities that support children's interests. Staff plan a mix of adult- and child-led activities and children demonstrate an eagerness to be involved in activities. However, on some occasions, staff intervene at the wrong time, resulting in children being disturbed in their play, which does not promote their learning as well as possible. Children quickly adapt to new activities and demonstrate a motivation and eagerness to learn. Written summaries of children's progress are in place and are collated using information from observations and children's next steps. However, staff do not effectively use the progress check at age two to identify any areas where children's progress is less than expected. Consequently, they may not get the help they need to progress.

The environment is welcoming, friendly and inviting for the children. There is a balanced

range of resources that are easily accessible. The setting is still developing and there is currently no evidence of children's displays or achievements on the wall. Therefore, the children are not involved in improving the environment further and opportunities are missed to demonstrate to children that print carries meaning. The outside area is well planned and allows children to explore and investigate. Staff ensure the outside area covers all the areas of learning, for example, children can easily select books, writing materials, construction resources and role play activities for themselves.

Children enjoy being able to develop their imagination well and they can build using cardboard boxes. All children are beginning to develop their language skills well. Children communicate effectively about the activity that they are engaged in. Staff speak clearly and constantly to the children as they interact. They ask open-ended questions to help children think and problem solve. For example, they ask children, 'How many do we need now?', while taking part in a counting activity. Children enjoy songs and get very excited when they can choose their own using the visual picture book to help them. Staff can incorporate different skills into the songs to reinforce learning, for example, 'how many ducks are left' and 'what colour tractor shall we sing about now?'

Staff manage children's behaviour well, they explain clearly to children about why they should not do something or that their behaviour is making the adult sad. Children respond well to this approach and behave well. Staff remind children to say, 'please' and 'thank you' to each other and are good role models for them. Children are beginning to acquire the skills, attitudes and dispositions they require to help them prepare for school or their next stage of learning. Older children in the before and after school club are well catered for and can access a 'homework club' so that they can continue with their school work. Older children, under supervision, make appropriate use of the kitchen area by taking part in a range of cooking activities, such as making salt dough decorations. This enables children to enjoy a hands-on approach to cooking and build their confidence and self-esteem within the kitchen environment.

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

Children are confident and comfortable in the setting. There is an effective key person system and all staff demonstrate a caring and attentive approach to children. As a result, children feel safe and their well-being is successfully promoted. Children are quickly reassured if they become upset. Children form secure attachments with the team of staff. The staff are calm, caring and have a gentle approach towards children and children respond with good behaviour. For example, children sit well during story time activities and listen attentively while singing songs. Effective settling-in procedures ensure that parents, children and staff are confident before children are left at the setting.

Children develop good listening skills and are aware of the routines of the setting as they tidy up effectively and independently. For example, children know who to ask in order to fetch the key to the shed when tidying away the outdoor equipment. Children are encouraged at every opportunity to follow personal hygiene routines, by washing their hands prior to eating their snack and after they have been to the toilet. Children consistently inform staff about their needs and are taken out to the bathroom area when

they wish to use the toilet. This means that children are closely supervised at all times, but can develop their self-care skills.

The provision efficiently caters for children who have allergies or special dietary requirements by asking for information from parents prior to their child starting. Healthy eating is promoted during snack time as children eat a selection of fruit. Children develop their independence skills throughout the day as they carefully pour their own water or milk during snack time. Children have free flow access to the outdoor learning environment and the space is well used. All children have regular opportunities to get fresh air and exercise and the children can choose to go outside for most of the session.

Security is well maintained as staff ensure that the outside gate is locked prior to children going outside, resulting in children's security and safety being well promoted. Older children understand safety routines as they place a picture card on the toilet door to inform others that they are in the toilet, which helps to prevent any accidents. Younger children inform staff when they are ready and wanting to play in the outdoor learning environment.

Children's personal, social, emotional development is fostered and encouraged. Children readily access their own resources based on their individual interests. For example, when wanting to draw a picture of a spider outside, one child was able to independently access paper and pens from inside.

Children's transition to school and other settings is smooth because of the close relationships and consistent practice that has been developed. Regular meetings with school teachers enable staff to share key information and build up a holistic picture of the children due to join them.

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

The manager is committed to the continuous improvement of the setting. The manager is aware of the provision's strengths and areas for development and acts on advice from other professionals, such as the early years team from the local authority. There is some self-evaluation in place, resulting in discussions at team meetings identifying some aspects of the service that they can improve. As a result, they have begun to implement some change. For example, staff have improved the resources outside by ensuring all areas of learning are covered. Staff are willing to get the views from children and parents about the setting. However, this is not consistent and staff do not always act upon the information given, which means children and parents are not routinely involved in improvements to the setting.

Suitable arrangements are in place to work in partnership with others. The manager has fostered links with the school to ensure that the transition between the settings is smooth for the children. The manager monitors staff performance through observations of their practice. Supervision arrangements are in place and staff are encouraged to provide their input through regular staff meetings.

The management team and staff understand their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. There is a robust child protection policy in place that is in line with the Local Safeguarding Children Board guidelines. A flow chart display helps staff become aware of the signs and symptoms of abuse and they know how to report concerns. All staff have an enhanced Disclosure and Barring Service check in place and their ongoing suitability is reviewed annually. The premises are safe and secure, ensuring that unauthorised persons cannot enter the building. Risk assessments are carried out to identify hazards and necessary steps are taken to limit risks to children's safety.

All documentation, necessary for the efficient running of the provision, is in place. The learning and development requirements are met satisfactorily and the manager has adequate systems in place to monitor the quality of teaching and learning.

Partnerships with parents are friendly and trusting. Staff are committed to working together with them, to ensure continuity of care for their children. Questionnaires are given to parents to ask them for information about what their child is learning at home. However, some parents do not have an understanding of the Early Years Foundation Stage framework so were not able to complete them. Therefore, parents are not fully involved in promoting children's learning at home.

### **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>	EY458542
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	907851
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	65
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Clare Harding and Judith Hughes Partnership
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07985511061

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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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