

Junior Club of Crosby

St Lukes Scout Hut, Endbutt Lane, Crosby, L23 0TR

Inspection date	25/11/2013
Previous inspection date	21/06/2010

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 safe because the manager has implemented effective safeguarding measures and staff teach them to play safely and have a very good understanding of how to protect children from harm.
- Key person relationships are strong. The children enjoy spending time in the staff's company and describe them as friendly, very helpful and good fun. Parents speak highly of the support the club offers them and their children.
- Children enjoy being creative and they have opportunities every day to design and create their own pictures and models, make dens and invent their own games.

It is not yet outstanding because

- When planning adult-led activities to match seasonal themes, there is less focus on teaching children about cultures and beliefs that are different from their own. Resources to promote diverse cultures are also in limited supply.
- Access to fresh air and outdoor play is limited in the winter months as the outdoor play space is currently considered to be unsafe. This means children's good health is not promoted as effectively as it is in the spring and summer.

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 checked information used to assess the suitability of staff, such as recruitment records, qualifications and Disclosure and Barring Service checks.
- The inspector looked at relevant documentation, including planning, observations and assessment records. She also looked at attendance registers, risk assessments, fire safety records and the club's focused improvement plan.
- The inspector spoke with the children and staff. She also held a meeting with the manager which covered safeguarding and how children's progress and staff performance are monitored.
- The inspector took into account the views of parents and carers spoken to during the inspection, and read their comments in a parent survey.
- The inspector observed children and staff engaged in planned and spontaneous activities.

Inspector

Valerie Aspinall

Full report

Information about the setting

Junior Club of Crosby opened in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned, being one of two settings owned by a company, and operates from a self-contained building in Crosby, Liverpool. The club serves the immediate locality and also the surrounding areas. Children are cared for in two rooms and have access to an enclosed outdoor play area.

The breakfast and after school club is open each weekday during term time from 8am to 9am and 3pm to 6pm. Children attend for a variety of sessions. There are currently 32 children on roll, two of whom are in the early years age range. The club supports children with special educational needs and/or disabilities.

There are currently two staff working directly with the children, including the manager, who has a foundation degree. The second member of staff has an appropriate early years qualification at level 2. The club receives support from the local authority.

What the setting needs to do to improve further

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

- develop the range of festivals celebrated further, so that children can learn more about cultures and faiths that are different from their own. Enhance this area of learning further by sourcing resources that reflect the diversity of the wider community
- consider how children can safely have some time in the fresh air during the winter months, so that their physical health is promoted all year round.

Inspection judgements

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

Staff demonstrate a good understanding of how to promote children's learning and development. The environment gives young children the opportunity to make expected progress towards the early learning goals. An effective settling-in procedure includes staff discussing children's interests and capabilities with parents. Consequently, they can provide experiences which offer appropriate challenge to children and build on their current achievements. Children in the Early Years Foundation Stage have individual files, which include observations and examples of their artwork linked to the areas of learning and are shared with parents. Staff effectively evaluate activities to inform future planning, observe younger children closely and plan appropriate next steps for their learning. They

also encourage older children to plan for themselves using an interactive display. This ensures children's individual needs and interests are well met.

Staff provide a variety of well-planned and spontaneous experiences to promote all seven areas of learning. When children are writing their Christmas present lists for Santa, staff teach them to recognise words and letters by spelling them and sounding out individual letters. Children feel a sense of achievement as they complete their list. Children's creativity is very effectively nurtured. For example, they enjoy making advent calendars and painting reindeers as part of their Christmas activities. They dress up, build dens and make models. Consequently, they can express themselves freely and use their imaginations well. Parents comment very positively about the time allowed to develop children's creativity. However, while seasonal themes such as Christmas, Halloween and Australia Day, are promoted well, diverse cultural celebrations are less effectively promoted. This means that children are not learning as much as they could about the similarities and differences between people. Photographs displayed of children playing in water and sand and playing team games outdoors show the wider range of activities they have the opportunity to engage in. Staff take account of different children's learning styles and adapt how they teach individual children accordingly. For example, rather than teach a younger child the days of the week by looking at flash cards, staff sing a song, leaving gaps for her to join in. Adapting teaching in this way to make it more fun and suit the individual enables all children, including those with special educational needs and/or disabilities, to make good progress in their learning.

Staff complement the current school themes by planning creative activities. For example, children learning about outer space at school have made a display of the planets at the club. Friendly partnerships have been developed with parents. Staff speak to them on a daily basis and describe the interesting activities the children have been involved in. Several parents comment on the support their children have had from staff. They are very pleased with the progress their children have made, the relationships they have formed and the liaison with the school. They appreciate the help staff give to children in completing their homework before they get too tired after the school day. Consequently, the partnership between the school, the club and parents effectively supports children's learning.

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

Children initially visit the setting with their parents and spend time looking around and playing with other children. Parents complete a comprehensive enrolment sheet, detailing their children's unique needs and abilities. This, alongside a 'buddy' system, ensures children are well supported during the transition into the setting. Older children show new children around and help them to form friendships, which is a role they actively enjoy. The key person system is very effectively implemented and relationships are warm, responsive and playful. Consequently, children feel a strong sense of emotional belonging and have built secure attachments. Children are happy and confident as a result of staff's praise and support; they say how much they love coming to the club and enjoy the company of staff and children from different year groups. Staff demonstrate a consistent, calm and positive attitude to managing children's behaviour. They work with parents when necessary to

ensure a consistent approach is adopted and explain appropriate behaviour through 'Our promises'. Children are taught to play kindly and to care for the environment through gentle reminders from staff. Consequently, children behave well and they are polite and considerate of each other, taking turns and cooperating well in their activities. Staff teach children about safety through discussion and planned activities. For example, they discuss how to stay safe when using social media online and create a wall display about anti bullying. They remind children not to climb on the tables and to be careful as they run around. As a result, children learn to play safely.

When daylight hours allow, children play outside in the adjoining enclosed field as currently the attached outdoor area is considered unsafe for play, due to the uneven surface requiring some repairs. In spring and summer children enjoy being able to sit on blankets in the shade of the trees on the field, as well as taking part in a variety of team games and challenging activities, such as climbing trees. This helps children to develop a love of outdoor physical activity and to take appropriate risks in their play. However, during the winter months they have less access to fresh air, and physical activity is limited to indoor games. Staff provide healthy snacks, such as, crackers, wraps, ham and cheese, and also provide a selection of fresh fruit and water to drink. Younger children learn to master challenging tasks as they serve themselves, taking time to carefully spread cheese on their crackers. All children manage their personal care well, as they independently wash their hands before tea and after using the toilet.

A generally good range of resources are available for children to use and they move between two rooms freely, one of which they describe as their 'chill out' room. A comfortable settee and cushions give them the opportunity to sit and chat, read a book or enjoy occasional film nights. However, resources that celebrate diverse cultural backgrounds are limited and so do not reflect the wider community children live in.

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

Staff have a very good knowledge and understanding of how to keep children safe from harm. They can discuss the signs and symptoms of abuse and the course of action they would follow if they had any concerns regarding children's welfare. The manager has attended safeguarding training. All staff have enhanced vetting and barring disclosures and are suitable to work with children. Recruitment procedures are effective, the knowledge and skills of staff are explored through thorough interviews, and references are obtained. Staff induction ensures all staff understand the club policies and health and safety procedures. All staff have current first aid certificates. This, together with the daily risk assessments of the premises, means that children are kept safe while attending the club.

The small staff group is well established and they work hard to provide good quality care and learning opportunities. Activities are monitored to ensure they meet the needs and interests of the children. They are planned to support the development of those in the early years age group. All the staff are experienced, qualified practitioners and have excellent relationships with the children. The manager has an early years foundation

degree and this higher level of qualification is reflected in the quality of the provision. Their very good understanding of how children learn, by building on what they enjoy and can already do, ensures that children are happily engaged and well occupied. Staff work closely with teachers within the school to support individual children by attending termly meetings and discussing sensitive issues should they arise. The staff discuss their plans and share any concerns on a daily basis, as they set up the activities before children arrive. They also formally meet together and with staff from their sister setting, to share ideas and good practice. The manager monitors staff performance through discussion and regular supervision and appraisals. Staff feel well supported by the manager; they say she guides and helps them in their activities and evaluation of children's learning. This is also formalised through termly audits of children's learning files, which ensures staff are effective in supporting children's progress.

Children are consulted through daily discussions and encouraged to plan their own activities. Parents are consulted on a regular basis to ensure their needs and views are included in the club self-evaluation and focused improvement plan. They make very positive comments in person during the inspection and in written questionnaires about the care their children receive. They feel very confident their children are safe and comfortable in the out of school club. The children themselves are very happy, say they love the activities provided, and think the staff are really friendly and good fun.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY390218
Local authority	Sefton
Inspection number	821764
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	32
Name of provider	Maitland Nurseries Limited
Date of previous inspection	21/06/2010
Telephone number	01519 221 200

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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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