

Cherubs & Imps - (Marlfields)

Marlfields C P School, Waggs Road, Congleton, Cheshire, CW12 4BT

Inspection date	28/11/2013
Previous inspection date	11/12/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff create a welcoming learning environment where children settle in well and make warm relationships with each other. This results in children feeling happy, safe and secure.
- Children are very happy, motivated and keen to learn. They demonstrate high levels of independence, curiosity and imagination and develop strong relationships with staff and each other.
- Children enjoy their time in the setting, engaging effectively with knowledgeable and caring staff who support them in making good progress in their learning and development. Children understand and demonstrate high expectations for behaviour.

It is not yet outstanding because

- There is scope to improve the use of children's home languages in their daily practice at the setting.

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 room and outdoor play area and spoke to children, parents and staff.
- The inspector held discussions with the manager of the provision about the management of the out of school club.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector looked at children's records, planning documentation, evidence of suitability of staff working in the provision and a range of other documentation.

Inspector

Ron Goldsmith

Full report

Information about the setting

Cherubs and Imps (Marfields) was registered in 2002 and is one of two out of school clubs and one nursery run by the same private provider. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a self-contained building at Marfields County Primary School in Congleton. Children have access to the school grounds for outdoor play. The club serves the local area and is accessible to all children.

The club employs four members of childcare staff. Of these, three hold appropriate early years qualifications, two of which at level 3 and above. The out of school club is open each weekday during term time from 7.45am until 9am and 3pm until 6pm. A holiday club operates during the school holidays from 8am to 6pm. Children attend for a variety of sessions. There are currently 35 children attending, of whom two are in the early years age group. The club supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- extend the use of children's home languages within the setting, to further support children's communication and language skills.

Inspection judgements

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

Children are confident and happy in this well-organised out of school club. The setting provides a relaxed atmosphere, where children have a sense of belonging and interact positively with each other and with adults. Staff find out all about the children to ensure that they provide a service that meets their individual needs. They gather information from parents and the school about what children can do and what they are interested in. This helps staff to establish children's starting points and capabilities.

Children attend school throughout the day, therefore, staff are aware that activities need to complement what they do there. There is some discussion with the reception class teacher who provides information about what the children have achieved in school. The setting ensures a good mix of child-initiated and planned activities are provided. It provides an inclusive and welcoming environment. However, there is scope to extend the use of children's home languages by staff in the daily practice at the setting to ensure that the very highest priority is given to all children's developing communication and language skills. Planning is used effectively to link to the Early Years Foundation Stage and incorporate the wishes of the children. For example, children have opportunities to

contribute comments and suggestions about what they like doing best and what they might like to do in the future. Staff are well aware of how to meet the individual needs of the early years children and plan activities to enhance their learning. Consequently, the setting assists effectively in children's learning. For example, children have highly developed personal and social skills because they join in with cooperative activities which encourages different age groups to work together. Children are very confident and independent, eagerly choosing the activities, toys and resources that interest them most. They are able to help themselves to a good range of resources, for example, dressing up clothes and art and craft materials, which support their own ideas. They confidently design posters for their cafe using a rich variety of language and ideas with each other and with staff to describe their plans. They enjoy sharing their stories with each other and, for example, sing a song in German to the whole group. These activities and games all help the children to be active, independent learners, as they play together, sharing equipment and ideas and waiting their turn. They also enjoy simply resting and sitting in their peer groups after a busy day in school.

Staff promote, support and extend children's learning well. For example, when the youngest children show an interest in using glitter and glue staff support and extend the interest shown by children, sitting with them and encouraging their efforts, reminding them how good their ideas are. Staff acknowledge children's age-related independence as they take responsibility to select and prepare their own snack. Such routines support their personal, emotional and social development well. The school grounds offer good opportunities to enhance children's physical development. For example, children thoroughly enjoy a game of football and staff actively join in with the children, which serves to further their enjoyment as they test their own skills and abilities. Engagement with parents is very positive and staff liaise well with them, talking to them about the children's needs and exchanging information regularly. Newsletters and information boards are also used to help keep parents informed. Observations and assessments support the learning children are undertaking at school. Children persevere for long periods, they concentrate on what they do and apply imaginative solutions to problems they encounter, describing what they are doing and why. This encourages children's confidence and self-esteem and supports their language development. They have good transitional arrangement with school and are emotionally secure. The setting is committed to providing children with good quality care and learning and children are having fun as they participate in a range of exciting activities with their friends before and after school.

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

Children are very familiar in their surroundings because the club operates within the host school. This enables children to make a smooth transition into the club, and staff ensure they get to know children and their parents well. Children show good levels of confidence and motivation in their play as staff create a welcoming environment where children feel relaxed and comfortable. There is an effective key person system in place to help support young children. Relationships between all staff and children are positive, and children demonstrate that they feel safe. Staff give clear guidance to children about acceptable behaviour and they respond well to this. Staff routinely praise children as they try out things for themselves or show helpfulness to others. As a result, children behave well and

older children show care and consideration towards the younger ones.

Children are encouraged to be very independent within the club. For example, they help to choose their own snacks. They have good access to drinks throughout the session to keep them hydrated. Staff also ensure children have access to activities which help them understand about the benefits of a healthy lifestyle. For example, they enjoy access to the outdoor play area, where they enjoy burning off their excess energy following the day at school. Children show a good understanding of hygiene practices when they wash their hands prior to having their snack tea. Children learn about keeping themselves safe very effectively. Staff give them consistent and gentle reminders, with clear explanations of possible consequences, for example, why they should not run inside. Their understanding of safety issues and how to keep themselves safe is well promoted.

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

The manager and staff have a clear understanding of their roles and responsibilities with regard to the safeguarding and welfare requirements of the Early Years Foundation Stage. Appropriate policies and procedures support children's safety and welfare in the setting. Robust procedures ensure the safe recruitment of suitable and qualified adults to care for the children. Staff's ongoing suitability is monitored through appraisals and supervision meetings. This gives the staff and manager an excellent opportunity to discuss any concerns about performance and any training and development needs in a formal meeting. The manager also monitors staff performance on a daily basis while she works alongside them, which results in any concerns about their performance being quickly identified and addressed by the manager. Ongoing staff development ensures that staff improve their knowledge and understanding of good quality practice. For example, staff have recently completed safeguarding training.

Children are safeguarded because staff have an accurate knowledge and understanding of the child protection procedures. They are aware of the steps to follow should they have any concerns about children. Visual risk assessments are conducted daily for the premises, which are supported by written risk assessments for the premises and outings that children go on. This ensures that any possible hazards are identified and minimised for children. A good overview is maintained of children's learning and development. A key person works directly with the children, which enables them to make first hand observations and ensure that they have an all-round view of children's development and progress.

Self-evaluation successfully identifies the clubs strengths and areas for development. From this an action plan is devised, which shows the areas for development. The manager and staff work closely with children to find out their views on the club. Any concerns that children raise are dealt with by staff through discussion. Parent's views are sought through daily discussion and any matters that are raised are reviewed by the manager and staff. The recommendation raised at the last inspection has been addressed and implemented effectively. For example, staff work more closely with the reception class teacher to understand the needs of younger children attending the setting, in order to support their

learning and development more effectively. A strong commitment to partnership working with parents and the school is evident and contributes to meeting children's needs successfully. Parents comment that they are very happy with the care their children receive.

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	EY233386
Local authority	Cheshire East
Inspection number	925549
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	35
Name of provider	Cherubs and Imps Ltd
Date of previous inspection	11/12/2012
Telephone number	01260 272221

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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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