

School Shuttle Childcare Services @ Chowbent

CHOWBENT SCHOOL, Laburnum Street, Manchester, M46 9FP

Inspection date	03/12/2013
Previous inspection date	Not Applicable

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 are welcoming, and interested in children's talk and play, so that the children demonstrate good self-confidence. Safety and security of children is a priority at all times and they are well supported to manage their behaviour.
- Staff have a good understanding of how to provide activities and an environment that effectively complements children's progress in all areas of learning in the Early Years Foundation Stage.
- Information exchange with parents and schools regarding children's interests, progress and well-being helps staff to support children's learning and care.
- Continuous improvement in the quality of provision for children is brought about by comprehensive evaluation, drawing on views from parents, children, staff and other professionals.

It is not yet outstanding because

- Not all children have the opportunity to participate in team games, so they do not benefit from taking part to enhance their skills of co-operation.

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

- A range of information was reviewed by the inspector in order to prepare for the inspection. Documents relating to assessment and planning for children's learning, as well as their welfare, were examined on the day of the inspection.
- The inspector observed activities in the classrooms and school hall, and viewed toys, resources and equipment.
- Meetings were held with the manager of the provision, and the inspector also spoke to members of staff when appropriate.
- A joint observation was carried out by the inspector and the manager.
- The inspector also took account of the views of parents and children spoken to on the day.

Inspector

Jennifer Kennaugh

Full report

Information about the setting

School Shuttle Childcare Services Ltd @ Chowbent was re-registered in August 2013 as part of a limited company. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting has the use of five rooms and the school hall at Chowbent Primary School, Atherton, Bolton.

Opening times are from 7.30am to 9am and 2.30pm to 6pm each week day in term time, and from 8am to 6pm in most school holidays. It is closed for bank holidays and the Christmas school holidays. There are seven members of childcare staff of whom four are qualified to level 3 in childcare, and three are working towards a relevant qualification. The setting takes and collects children to and from several local schools by minibus and on foot. There are currently 84 children on roll, of whom seven are in the early years age range, attending for a variety of sessions.

Support and advice is provided by the local authority early years quality team.

What the setting needs to do to improve further

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

- enhance the organisation of team games, such as sports and technology games, so all children who want to participate are able to, in order to further promote children's co-operative skills.

Inspection judgements

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

Children's progress is tracked using detailed records based on age expected norms for development. This enables staff to record observed progress in all areas of learning and plan activities that enable children to make further progress in their learning. Children joining the setting have their starting points identified as they settle in, in order to plan for their learning, and information from parents is also used for this. Key persons prepare comprehensive records of children's interests using their observations and discussions with children, in order to provide activities that motivate children to participate and learn. With information from schools and parents, plans are made for activities and interventions to support individual children. For example, for staff to work with individuals when they play with preferred toys in small groups, to help them learn to share. Regular meetings are held between the manager and schools to exchange information about individual children's progress so that the setting can support children's next steps in learning. As a result, the setting provides activities that complement children's learning at school, including ones

which support children developing characteristics of effective learning. For example, children persist for the entire duration of their time in the session to make complex designs from beads on grids. This demonstrates how their interest can be used to help them develop their concentration levels, which can be transferred to their work in school.

Staff discuss how to make displays with children, such as about Christmas, and show them that their ideas are valued. This enhances children's self-esteem and also extends their ability to sustain communication with others. Staff support children to share toys, such as small cars and trains, by providing solutions to disagreements, therefore modelling how to problem-solve and negotiate to resolve potential conflict. They talk to children about their colouring and drawing, to enhance children's ability to describe what they are doing in full sentences. This supports children's literacy skills as they become more able to then write in full sentences, as a result of this type of speech being reinforced. Children have opportunities to use games consoles and also to play team games in the school hall. However, the organisation and selection of games offered during the session do not enable all children to participate. There is scope to improve the organisation of these activities so children's team work and co-operation skills are maximised. Staff organise activities to explore national events and also festivals, in order to complement children's learning about diversity. For example, they use food-tasting, art and dressing up to help children learn about Eid Mubarak, and Diwali. Books to meet the needs of a range of ages and interests are always accessible to children, which complements their experiences in literacy at school.

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

Staff welcome children warmly to the setting on arrival and greet them individually. As a result, children are confident because they feel valued and welcome. They proudly show staff their artwork from drawing, colouring or making bead pictures, demonstrating a strong sense of belonging and good emotional well-being. Displays of children's artwork are kept to develop children's feelings of ownership of the setting. Staff are skilled at recognising when children are unsettled and provide quiet time to talk one-to-one in order to ascertain if the child is upset or tired. This further supports children's emotional well-being. Staff provide clear boundaries for children's behaviour, in line with company policy, and parents are made aware of the behaviour management policy before children join the setting. This supports continuity of approach in helping children to learn appropriate social skills and behaviours. Relationships between children are good and across a range of ages, showing a positive sense of community in the setting. Staff demonstrate a good understanding of appropriate strategies to ensure that children are supported to manage their feelings and behaviour, such as re-direction, distraction and if necessary, 'time-out'. Consequently, children are observed to be well-behaved, overall, and to have regard for the safety of others and themselves. The setting makes good use of reward charts to help all children monitor their progress in managing their feelings and behaviour, and help them to enhance this when needed.

The premises are well-maintained and clean to help prevent accidents and the spread of germs. Children are supported to maintain good personal hygiene by being reminded to

wash their hands before snack times. Diluted juice, water and fresh fruit are accessible to children during all sessions including breakfast. As a result, children can learn to meet their own needs for snacks and drinks. A substantial snack, such as a variety of sandwiches and fruit is provided after school that takes into account all of children's dietary needs and preferences, and enables them to learn about making healthy choices. Children have good opportunities to develop independence at snack time by collecting their own snack and clearing away their plate afterwards. Children also help to set out toys and resources again after snack time, which provide further opportunities for learning to be responsible. Each child in the setting is allocated a key person, to provide continuity of support for children's emotional well-being. In order to support exchange of information between the setting, the child's school and their parents, daily diaries are used for children in the early years age range. Staff are careful to draw parents' attention at handover times to any accident reports from schools that children bring with them after school, to keep them fully informed in order to protect children's good health. Outdoor play is available daily and staff deploy themselves evenly across the playground to ensure that children are well-supervised in their play, and safe. There are checks made to the outdoor areas before children use them to support their safety, and gates leading from the premises are locked to prevent unauthorised access to children playing outside. The fixed play equipment in the outdoor area provides good opportunities for children to take reasonable risk in their play by offering age appropriate challenge that challenges their whole-body co-ordination. This means that children can enjoy exercise as part of learning about a balanced lifestyle whilst extending their physical development. Outings to local parks are regularly provided in the holidays, so that children have additional opportunities for this. Toys and resources are highly accessible to children and the range available supports all areas of learning. As a result, children can make choices in their own play, and select them independently.

The setting seeks comprehensive information from parents prior to children joining the setting in order to support for children's well-being. Parents can give permission regarding a wide range of matters, such as whether children may be photographed, and for the setting to share information with schools. This helps to protect confidentiality in a way that suits the individual requirement of children and their families. Children with special needs and/or disabilities have detailed care plans which are held with parents' permission across all of the company's settings. As a result, any staff from all settings in the group can support the safety and well-being of all children with care plans, who use the holiday provision. For example, when children who attend one of the after-school settings are transported with parents' permission to the site of another setting of the limited company during the holiday provision.

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

Safeguarding is effective due to staff receiving regular, externally delivered training and the setting having thorough policies and procedures to protect children's welfare. All documentation to protect children's welfare is complete and meets statutory requirements in order to support the safe and effective running of the setting. Documentation regarding company vehicles and staff involved in the transport of children is maintained in detail, in

order to make sure that staff continue to be suitable to drive children between settings. There are thorough risk assessments for the premises and there also are procedures in place to make effective risk assessments for any outings. As a result, children can safely participate in activities on and off the premises, locally and further afield, during both the holiday provision and the wraparound sessions. Daily checks are also made of the premises to ensure that they are safe and fit for purpose. Care is taken to ensure that children are always in the presence of at least one paediatric first-aid trained member of staff, on and off the premises, and that a first aid kit is always available. This includes when taking or collecting children from schools, as all seven staff have a valid paediatric first aid qualification. Consequently, any first aid emergencies can be dealt with correctly in order to protect children's well-being. Accident forms are completed and regularly reviewed to help minimise risks to children. Correct staff ratios or better are maintained at all times, to help support children's safety, learning and play.

Recruitment procedures are comprehensive in order to ensure that staff are suitable to care for children. For example, three references are taken up for prospective employees, including their most recent employer and candidates attend several interviews to determine their knowledge, understanding and attitudes to working with children. New staff are supported by effective induction, including frequent meetings with the manager to discuss their progress and next steps in development. This means that children's well-being and progress is supported because new staff have strong guidance regarding the standards of practice expected from them. An ongoing programme of meetings for staff and managers within the setting and between other School Shuttle setting managers provides opportunities for good practice to be shared. This also supports staff to make contributions to the evaluation of the setting, in order to bring about continuous improvement. Performance management is effective at ensuring staff and managers provide a good standard of care and learning opportunities for children, due to the organisation of regular supervisory meetings. Unqualified staff are all working for relevant qualifications at level 2 or higher, as professional development is encouraged, in order to better support children's care and learning.

Self-evaluation is purposeful and covers all areas of practice, using the Ofsted self-evaluation tool. As a result, the capacity for continuous improvement is good, because self-evaluation is well embedded in the setting. Monitoring is in place for the record-keeping regarding planning and observation for individual children's learning. Staff demonstrate a good knowledge and understanding of the needs of children in their key groups in order to support their progress. As a result, children participate in activities that complement their learning in school and that meet their needs. The setting is continuing to establish partnerships with schools, to exchange information about children's progress, so that both can work together to help children learn and develop. Overall, the leadership and management of the setting is well-organised in its approach to continually developing quality of provision.

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	EY465270
Local authority	Wigan
Inspection number	945610
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	84
Name of provider	School Shuttle Childcare Services Ltd
Date of previous inspection	not applicable
Telephone number	07967482419

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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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