

Hollybrook Schools Out @ St Paul's

St. Pauls C of E School, Railway Road, Adlington, CHORLEY, Lancashire, PR6 9QZ

Inspection date	22/01/2014
Previous inspection date	06/02/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy, interested in their activities and eager to try new experiences. They show good levels of curiosity, imagination and positive behaviour.
- Relationships between the children and staff are good, therefore, fostering a strong sense of belonging and ensuring that children are confident learners. Partnerships with parents are strong with regard to sharing a range of information that aids staff and parents in meeting children's care and learning needs.
- Independence and self-care skills are well supported as children have opportunities to prepare their own meals and make choices about resources and activities from a broad range.

It is not yet good because

- There are some health and safety concerns at the nursery, putting children at possible risk of infection or injury.
- Risk assessments have not been carried out to ensure children's safety on the journey from school. Also, the risk assessments for the building do not identify all hazards children may come in contact with.
- The links with other early years settings are not yet fully established so children do not always receive effective continuity in their learning and development.

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 available to the children.
- The inspector held meetings with the manager/provider and members of staff.
- The inspector took account of the views of children and parents spoken to at the inspection.
- The inspector looked at assessment information, planning documentation, evidence of suitability of practitioners working within the setting and a range of other documentation.

Inspector
Linda Shore

Full report

Information about the setting

Hollybrook Schools Out @ St Paul's was registered in 2012 on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It operates from the nursery building on the site of St Paul's C of E School in Adlington, Chorley. The club is one of two settings owned and managed by Hollybrook Children's Nursery Limited. The club serves the children who attend the host school and another local school. Children are cared for in three rooms. There is an enclosed area available for outdoor play. Children also have use of the school playground and field.

The club opens Monday to Friday, during school term times. Sessions are from 7.30am until 9am and from 3.15pm to 6pm. There are 35 children on roll, of whom five are in the early years age range. Children attend for a variety of sessions. The club employs six members of childcare staff. Of these, three hold early years qualifications at level 3, one at level 2 and the deputy manager is qualified at level 4. The club receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure spaces, furniture, equipment and toys are safe for children to use. With particular reference to mops in toilets and children's access to the toaster and microwave
- improve the risk assessment policy and procedure, ensuring this identifies all aspects of the indoor and outdoor environments that need to be checked on a regular basis and includes when and by whom those aspects will be checked and how the risk will be removed or minimised to keep children safe. Ensure this includes all outings off the premises, such as, collecting children from school.

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

- strengthen the two-way flow of information with other early years settings to share information about children's progress and achievements, to help ensure the children's needs are met and to provide continuity of their learning and development.

Inspection judgements

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

Children are clearly happy and confident when attending the setting and enjoy their time spent with their peers and older friends. Activities complement those offered in the classroom so children are suitably rested and well-prepared for school the next day. They become involved in their play and overall, have access to a range of toys and equipment to support their learning and play. Staff have a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. They accurately assess children's progress and use information gained from discussions with parents and children to plan a variety of activities for children to take part in each day. These incorporate children's current interests and identified next steps. As a result, children are making appropriate progress for their age.

Staff join children in their play and promote their language development as they engage them in conversation. Children are eager to get involved with the day's activity. They ice cakes and create their own designs. Staff support them in this activity by providing the resources and help younger children learn how to spread the icing before it sets as they demonstrate this alongside them. This gives children the confidence to keep trying and work things out for themselves. Children use their imagination as they play collaboratively together, for example, they set up a cafe, write menus and agree the roles they will play. Staff provide various resources that stimulate children to learn how to express themselves creatively. For example, children use puppets and the theatre to create interesting stories and put on a show. They enjoy playing pool and table football and learn how to use computer technology as they take turns with electronic games.

Parents and staff share informal feedback each day about children's care needs and discuss what children have taken part in during the session. They also receive a regular summary of progress and use a link book to exchange any further information with the club. In addition, messages from school are passed on to keep parents fully informed about their child.

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

Children are confident and comfortable in their surroundings. Their personal, social and emotional skills develop as they play happily together and form friendships across all age groups. They are relaxed and happy in the company of their key person. Many of the children have attended the sister nursery since they were babies and have long term relationships with staff. Staff are good role models and as a result, children are well behaved and show respect for their friends, staff and their environment. Children express their thoughts about the club by stating that 'it is really good' and some children do not want to go home. For example, when parents arrive early to collect them some children are disappointed and ask if they can stay longer to play with their friends. Staff have developed strong relationships with parents who are complimentary about the club. They

comment on how happy their children are to attend and their confidence in the staff. This all contributes to children's self-confidence and well-being.

Children can make choices about what they want to do from a range of resources and activities. The staff supervise the children and engage them in a wide range of play experiences. Children are familiar with routines and this means children feel valued and enjoy being part of the setting. Children practice the evacuation procedure and know what to do to keep themselves safe in an emergency. Staff positively encourage children to learn to keep themselves safe, inviting children to help prepare their own food and teaching them to use the toaster and microwave safely. However, staff do not always supervise this area while the appliances are on. This places children at risk.

Children enjoy tea time as they sit together in small groups and socialise while eating and drinking. Children have input into the menu, which is adapted according to their preferences. There is a range of options each day, such as, sandwiches, wraps, toast, beans and fruit. Staff, with the help of children, take individual orders and prepare food, developing their independence and self-care skills. Staff engage in children's conversation, discussing, for example, what children are doing over the weekend. Children develop an understanding of healthy practices through routines, such as, hand washing before food and after toileting. Children show they understand the importance of this by respecting the rules, knowing that it keeps themselves and others safe. The younger children are helped and supported by older children during play, such as, during the role play games. This fosters a sense of responsibility and prepares the younger children for their transition from the Early Years Foundation Stage.

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

The team understand the safeguarding requirements and thus, children's welfare is promoted within the setting. Staff recruitment procedures are robust and safeguarding training means staff's knowledge is up to date. Staff are clear about child protection procedures and who to report any concerns to. This means children are safe and protected while attending the club. Likewise, staff can deal with minor injuries and incidents to support children's well-being, because staff have current first-aid training. Effective policies and procedures are in place, which staff adhere to appropriately. Actions from the last inspection have mostly been addressed and the recommendations are now being used to support children's experiences. Staff have a reasonable understanding of how to keep children safe from harm. Risk assessments are in place and cover all areas of the provision, including the new room. Daily checks are carried out to reduce risks. However, this is not fully effective as some hazards have not been identified. For example, damp mops and buckets are stored in the boys' toilet and the toaster and microwave are accessible to children. Risk assessments have not been carried out to identify the hazards children may encounter on their journey from their school, by car or on foot. This all means children are not fully protected from injury or infection. This also applies to the Childcare Register.

The staff team meet daily before the club starts to discuss and any issues and allow the manager to disseminate good practice and provide supervision for staff. They are committed to raising standards and providing good quality childcare and education for all children attending the club. There has already been targeted improvement at the setting since the previous inspection and this is set to continue as the provider and staff further develops the self-evaluation system for the club. Recent developments include the acquisition of another room for the club, providing a designated base that children can make their own. For example, they can set up permanent resources, such as, the pool table and table football.

The provider has a clear understanding of her responsibility to meet the learning and development requirements. The provider monitors the staff performance to ensure standards of teaching are consistent and training and supervision is available to further develop staff practice. The relationship with the host school is good. The club has developed a message system to ensure information is securely passed back and forth between teachers, parents and the club about children's welfare, to ensure their well-being. However, children do not fully benefit from the partnership with schools. This is because an effective strategy to share information with the club about children's current assessments or learning and development requirements in school is not yet in place to benefit children in the classroom, the club and at home.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- undertake a risk assessment of the premises and equipment at least once in each calendar year and ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- undertake a risk assessment of the premises and equipment at least once in each calendar year and ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register).

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	EY449558
Local authority	Lancashire
Inspection number	906585
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	35
Name of provider	Susan Diane Jolly
Date of previous inspection	06/02/2013
Telephone number	01257 480 276

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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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