

# St Ambrose Prep School

ST AMBROSE COLLEGE, Hale Road, ALTRINCHAM, WA15 0HE

## Inspection date

Previous inspection date

29/01/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

- Well established key person arrangements ensure that children are happy and secure within the setting and are confident to seek support when needed.
- Positive links with parents and the local schools ensure that children are provided with the appropriate support for the smooth transition between home, school and the setting.
- Children enjoy the varied range of activities and experiences on offer to them. This supplements their learning in school and means that children make good progress.
- Security and safeguarding children are of paramount importance. Staff have effective strategies to help ensure that children are protected from harm at all times.

### It is not yet outstanding because

- Opportunities for staff to learn from each other and share their best practice, for example, through peer observations and mentoring have not been fully considered.
- Opportunities for children to learn to take responsibility for their own needs and extend their independence are not always fully maximised.

## 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 all rooms within the setting. The inspector completed a joint observation with the manager.
- The inspector spoke with the manager at appropriate times throughout the session.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector had a tour of the setting with the manager.
- The inspector sampled documentation, including children's assessment records, planning documentation, evidence of staff suitability and qualifications and children's learning journals.

## Inspector

Joanne Ryan

## Full report

### Information about the setting

St Ambrose Prep School was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in St Ambrose Preparatory School in the Hale Barns area of Trafford, and is managed by the director. The before and after school club serves the local area and is accessible to all children. There is an area available for outdoor play.

The director is the working manager and employs seven members of child care staff. All of whom hold appropriate early years qualifications at level 2 and 3. The wraparound care operates from Monday to Friday term time only from 3pm until 6.30pm. The holiday care operates from Monday to Friday from 7.30am to 6.30pm in all the school holidays with the exception of bank holidays and one week at Christmas. Children attend for a variety of sessions. There are currently 13 children attending who are in the early years age group.

### What the setting needs to do to improve further

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

- use every opportunity for children to learn to take age-appropriate responsibility for their own needs. For example, by being able to be involved in serving their own meals and drinks
- review and reflect on how monitoring procedures are used so that they are sharply focused on raising the practice of all staff to the highest levels.

## Inspection judgements

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

Staff gather a range of information about children from parents before children start. This gives the child's key person knowledge of the child's interests and abilities when they first join the setting. Staff demonstrate a good understanding of how to promote children's learning and development. They are mindful that children have been at school all day and plan a variety of play opportunities to help promote their progress across all areas of learning. This ensures that children remain interested and have fun. Parents are kept fully informed about their children's progress through regular discussions and they receive a copy of a summary report every six months, which enables them to continue the learning at home.

The freedom to choose their own play enables children either to follow their interests or

engage in an adult-led activity. Staff demonstrate that they know the children well. They regularly observe them as they play and use the information to inform future plans and to monitor their progress. As result, children make good progress towards the early learning goals and are acquiring the skills for the next steps in their learning. Staff place strong emphasis on learning through play and arrange resources so they are available for children to freely choose from. This keeps children engaged and motivated. Children are developing their skills in communication and language because staff talk to them about their day at school and the activities they are engaged in and listen to the children as they respond.

Staff follow the children's lead in play. For example, children bring a tape measure to a member of staff and she measures the children's hand and her own hand and compares the sizes, promoting the children's mathematical awareness. Children can play where they learn best as they have free access between the indoor and outdoor environment. Outdoors they develop their physical skills as they run around the large area available to them. Their co-ordination is enhanced as they kick the ball to each other. Staff support the children to develop their creative skills as they offer a range of materials for children to create pictures with, which allows children to develop their thinking skills as they test and try out their own ideas.

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

The setting is welcoming and children enthusiastically enter after their day at school. Children settle well through the warm relationships developed by staff. Children's well-being is promoted as they form secure attachments to staff through continuity in their care and learning. This is because an effective key person system helps to ensure staff meet children's individual needs. Parents comment very positively about the care their children receive and feel fully involved in the setting. Staff have created photographic displays of activities children engage in linking the pictures to the learning and skills children have developed. This keeps parents well informed and gives children a good sense of belonging. Staff praise children for their efforts, which enhances their self-esteem and confidence. This in turn means children are emotionally well prepared for their next stage in learning.

Children benefit from plenty of fresh air and exercise each day and a free-flow system enables children to play outdoors whenever they wish to. They develop physical skills using the climbing equipment and are developing their understanding of risk as they consider the challenges of the equipment. Children are provided with a healthy diet as they are provided with salad and sandwiches when they return from school. All of which contributes to a healthy lifestyle. Children are independent as they select their own toys and put on their own coats. However, there are occasions when opportunities for children to be fully independent are not maximised, such as during the creative activity staff cut the sticky tape and string for children. Staff serve children's food and drinks, which means that children do not have an opportunity to practice these skills for themselves.

Staff are well deployed and have given good consideration to children's safety. For

example, children inform staff before using the bathroom so staff know where they are at all times. Staff undertake daily checks and remind children how to use scissors safely, which contributes to children's understanding of safety. The well resourced environment effectively supports their development and children are happy, relaxed and enjoy their time there. Children manage their own personal needs and good hygiene is well promoted. For example, children wash their hands before and after they eat.

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

Staff understand their responsibilities to safeguard the children they care for and the procedures to take should they have a concern about a child in their care. The setting has effective policies in place for its day-to-day practice. Staff adhere to these appropriately and consequently children can play safely and have fun. The procedures are all displayed so that parents are clear on how the setting operates. Robust systems for the recruitment of staff ensure that staff are suitable, enabling children to feel safe and secure with adults whom they can trust.

Staff work together well as a team and have good communication procedures in place because they meet for half an hour every day before the session starts. This allows times for professional discussion and identifying necessary improvements. As a result, the outcomes for all children are good. Staff have recently attended paediatric first aid training, which has enhanced their knowledge and confidence of how to care for children should an accident or injury arise. The manager works directly with the staff and children each day and is continuously monitoring the educational programme. However, there is scope to enhance this further, for example, by allowing staff to observe each other's practice so they learn from each other and share ideas.

Parents and children can contribute to a 'thoughts and ideas' book in the reception area, which gives them the opportunity to review and reflect upon the service. The setting has identified their strengths and weaknesses and works with the local authority to gain an independent view. The manager is clear on the development areas and therefore has a good capacity to improve. Well established links with the schools ensure that children are supported in their learning and that they benefit from transitions that are smooth and effective in meeting their individual needs.

### **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

<b>Unique reference number</b>	EY467271
<b>Local authority</b>	Trafford
<b>Inspection number</b>	929084
<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>	85
<b>Number of children on roll</b>	13
<b>Name of provider</b>	Alison Rokka
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01612708341

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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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