

CHAOS (Children's Activities Out of School)

West Kirby Primary School, 31-47 Anglesey Road, WIRRAL, Merseyside, CH48 5EQ

Inspection date	30/01/2014
Previous inspection date	21/09/2010

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

- Children enjoy a wide and interesting range of indoor and outdoor activities to support their continued learning and development. The activities are very well resourced to meet children's needs.
- Children are happy, confident, respectful and supportive. They are keen to say what they like about the club.
- The leadership and management of the club is good and as a result, staff understand their role in providing opportunities for children to learn through play.
- Children have consistency and continuity of care as there are very effective partnerships between the club, school, parents and carers.
- Safeguarding procedures are very good. Staff know and understand their role in keeping children safe and know what to do should they have any concerns about a child.

It is not yet outstanding because

- Occasionally opportunities to further extend children's independence are not fully exploited.

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 areas both indoors and outside and talked to staff and children at appropriate times during the inspection.
- The inspector looked at a range of documentation including policies, evidence of staff suitability, planning and assessment, children's records, risk assessment and safeguarding procedures
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of children, parents and the host school through short discussion and by considering responses to questionnaires.

Inspector

Dorothy Williams

Full report

Information about the setting

CHAOS Out of School Club was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two clubs privately run by an individual provider. The club operates from designated rooms within West Kirby Primary School, Merseyside. There is an enclosed area available for outdoor play.

The club serves the host school and is accessible to all children. It employs four members of childcare staff. Three of whom hold appropriate early years qualifications. The club provides breakfast and after school provision and is open each weekday from 7.45am to 8.55am and from 3.30pm to 5.45pm during term time. Children attend for a variety of sessions. There are currently 70 children on roll, six of whom are in the early years age group. The club supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- provide further opportunities for children to develop independence. For instance, by helping to prepare snack, cutting up fruit and vegetables and making their own sandwiches from a selection of fillings.

Inspection judgements

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

Children receive a warm and friendly welcome to the club. They enjoy a wide and varied range of well-resourced activities that support and promote their continued learning and effectively meet their needs. Younger children are very well supported because staff plan for their individual development in conjunction with the host school. This good planning along with good quality teaching means that children continue to develop skills and attributes needed for future learning. The club is well organised so that children can make good choices to support their interests and play. For instance, children enjoy construction with bricks and blocks to make structures, such as, airports and aeroplanes. They use computers to extend their knowledge and understanding of the world and have the opportunity to play active games using up-to-date technology.

The planned activities cover the seven areas of learning. There is a strong emphasis on the interests of the children and they display the attributes of fully engaged active learners. Groups of mixed aged children happily play together and learn from each other. Staff are thoughtful to ensure all children are included. For example, a 'Buddy System' ensures that young or new children are sensitively introduced to the club and have good peer support. Children talk to each other about events in school and at home. For instance

they talk about forthcoming School Council Elections and debate who they should vote for and why. Staff show a genuine interest in children's play, they enjoy dressing up and acting out simple stories together, sharing a joke at snack time, hand printing, foam play and outdoor activities. As a result, their relationships are very warm and strong. Children are happy and confident and display high levels of independence. They are active and well motivated learners. When playing with foam children express their ideas and use words such as, 'squidgy, soft, interesting, sticky and gloopy'. Staff expertly extend language and critical thinking skills by asking open-ended questions, such as, 'What do you think will happen if?' or 'Why does it not just turn to water like bubbles in the bath?'. In this way children's communication and language skills are extended and well supported.

Staff know the children well because they take time to meet them and their parents during the initial registration. Staff gather a good deal of information from parents, children and the school. Through observation and interaction staff generally recognise children's progress and understand their needs and interests. Children's learning journals show good observations linked to the areas of learning.

The club operates from designated rooms within the host school. The hall provides a good large space for children to select and explore a large variety of activities independently. Strong partnerships with the school enables staff to effectively support children's transitions. All children are settled well in school and the close partnership supports children's learning and progression. Parents are welcomed into the club by staff who give excellent feedback and information about the children's day. As a result, children's needs are very well met within the club.

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

Children's personal, social and emotional development is very effectively supported within the club. They are happy and enjoy their sessions. A buddy system is in place for all children and all staff know the children well. As a result, children express a real sense of belonging they feel safe and have a deep sense of trust. The ethos of the club is to provide an environment where children's social, emotional, physical and educational needs are met and each child is treated equally. Behaviour in the club is exemplary. Staff are excellent role models they interact well with the children and engage them in meaningful conversation which produces a relaxed and friendly atmosphere. Children are well aware of boundaries and treat each other with care and respect for instance, when children become overexcited during foam play they are quickly and quietly reminded to calm down. Children stop, listen and respond appropriately and there is immediate calm. Children respond well to visitors, they are polite, ask appropriate questions and invite visitors to join them for snack or activities. A cushioned quiet area is well used for reading books or socialising. As children tire towards the end of the session they choose to sit in the quiet area and relax on the cushions with a favourite book or soft toy. Staff read a story or sing some rhymes as appropriate as the children relax.

Children follow good hygiene routines by washing their hands at appropriate times with few reminders. All children are fully independent in their hygiene routines. They have good opportunities to learn about healthy lifestyles because they are offered a range of

nutritious healthy snacks. Weekly menus include a variety of fruit and vegetables, a selection of sandwiches, salad and hot snacks, such as beans on toast. Children have access to water throughout the session and are offered water or milk with their snack. Children are served a selection of pitta pockets and salad for snack. They sit together and are very sociable. They talk to each other and share some concerns with adults. Children express their understanding of healthy eating well. They say 'There is some strictness here in CHAOS. We are not allowed chocolate, sweets or fizzy drinks, but that's ok because we like sandwiches and water'. However, there is scope to further enhance younger children's independence by allowing them to prepare and serve their own snack on a regular basis.

Children develop a good sense of risk assessment. They care careful not to drip foam on the floor, or put it near their mouth or eyes, they state this is 'because if you do you will not like the taste and you will need to wash your eyes out'. When moving mats within the hall they carefully carry the mat together and place it on the floor. At tidy up time children help to put all the activities in one place ready to be stored away. They remind each other to pick up all the blocks so that no one will fall over them. Children love to be active and use the space offered to good effect. Outdoors children play ball games, they run, chase and hide. Here children extend their physical skills by dodging a ball, swerving in and out of obstacles to catch their friend or playing hop, skip and jump. Children have ample opportunity to play outdoors and are reminded to put on coats and gloves to keep warm. Older children organise some interactive ball game and all are encouraged to join in. The game is slowed down to include the youngest ones. This shows increasing sensitivity and an awareness of the needs and skills of varying ages playing together.

Children's well-being is given high priority at the club. Staff have appropriate training in first aid and are very well aware of the medical or dietary needs of children in their care. Very good procedures are in place and are regularly reviewed to effectively support the welfare needs of all children. Staff know and understand the needs of all children, including those with special educational needs and/or disabilities and are able to provide any extra support needed to ensure their inclusion in all activities. When children fall over while playing they are given appropriate care, such as, reassurance and appropriate first aid. Good records are kept and an incident report written. Parents are informed and further discussion takes place as they arrive, this good practice ensures all children are kept safe.

There is a strong family feel to the club as many children attend with siblings. All ages are included in activities, such as, messy play, constructing the 'airport and landing strip', or dressing up. When engaging in physical activities older children support the younger ones by carefully changing the pace of the game. There is a children's council active within the club. Meaningful conversations between staff and children ensure that children's opinions are heard and their comments valued. The child's voice is noted in evaluations of all club activities and used to plan future sessions. As a result, children are involved, active, and motivated by the interesting opportunities and experiences available to them. They are very well settled and enjoy their sessions in the club.

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

CHAOS club is well organised. An excellent set of policies and procedures underpin the good practice seen within the club and children benefit from an excellent range of resources available. There is a strong emphasis on safeguarding. The manager and staff have a secure knowledge and understanding of their roles and responsibilities to ensure the safety and welfare of all children. Staff recruitment and induction is robust ensuring that staff are fully trained and suitable to work with children. All documentation is up-to-date, relevant and securely stored yet easily accessible if required during the session. All recommendations from the previous inspection have been fully met. For instance, robust risk assessments are in place for all areas and activities. A strong behaviour policy and procedure is in place and staff fully understand their role in maintaining good discipline and upholding the club rules.

The staff team is very new and not yet fully active. The manager and provider are working together to evaluate the provision made by the club, update the vision for the future and consider priorities for development. The manager is strong and has firm ideas for progress which she expresses in her regular meetings with the provider. She is well supported in her role by the school staff, head teacher and the local authority team. New staff are well trained in the core requirements and are fully able to provide for children's learning, development and well-being.

Staff show a strong commitment to the care and well-being of all children and are effectively supported in this role. They support and extend children's learning and language very well through meaningful interactions and comments. They use a variety of words for 'nice' or 'good' such as, 'amazing' 'colourful' 'fantastic' or 'brilliant' and give ample praise for children's efforts in all areas, such as, 'great hopping' 'wow you can run fast' or 'excellent manners today' this gives the children a sense of self-worth and increases confidence. Staff have a good overview of children's development and progress. They provide a positive environment and excellent teaching methods to enhance children's learning and experience. Records show that children achieve well for their age.

Partnerships with school staff contribute significantly to children's ongoing progress. Regular two-way sharing of information is valued and used effectively to plan club sessions. School staff are effusive in their praise of the after school staff, they state, 'We are able to discuss and share ideas. Nothing is too much trouble for them. They take over where we leave off at the end of the day. CHAOS provides the continuous provision for children which extends the school day'

Parents value the relationships with the club. They are effusive in their praise of the facilities the CHAOS club provides. Parents say their children love attending and they receive very good information from the staff. One parent says 'the club is a lifeline for working parents as many have to travel to the city to work and knowing the children are safe and well cared for at club is important' another adds that 'the children always come home with interesting stories, tired but happy'. Parents are happy with the information they receive, they are able to add comments via the available suggestions box. Staff are always available to listen and chat at the end of the session. Parents of the youngest children feel that there is continuity of care and good extended learning opportunities at

CHAOS. CHAOS after school club is a very good provision and demonstrates a strong capacity to improve.

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	EY404782
Local authority	Wirral
Inspection number	875254
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	70
Name of provider	Jennifer Elizabeth Ashton
Date of previous inspection	21/09/2010
Telephone number	01516255561

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Type of provision

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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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