

Mossley After School Club (Mask)

Old School Building, Leek Road, CONGLETON, Cheshire, CW12 3HX

Inspection date	21/02/2014
Previous inspection date	08/02/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The out of school club provides a welcoming and friendly environment. Experienced and skilled staff know the children well and support their learning through interesting play activities and exciting outings.
- Partnership with parents is strong. This ensures that children arrive happy and ready to enjoy their time at the club.
- Children are safe because of the attention given by the management team to the assessment of risk and to ensuring that staff understand their responsibility to protect children.
- Staff are calm and supportive. There are clear expectations for behaviour at the club. Children respond well to this consistent approach and learn to regulate their own behaviour.

It is not yet outstanding because

- There is scope to further develop self-evaluation processes to ensure that targets for improvement are more specific and measurable.
- There is scope to further develop partnership with the main Early Years Foundation Stage provider to ensure consistency in teaching approaches.

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 playroom.
- The inspector conducted a joint observation with the manager.
- The inspector met with the manager.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and looked at the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day and from other available information.
- The inspector looked at progress records and planning relating to children in the Early Years Foundation Stage age range.

Inspector

Susan King

Full report

Information about the setting

Mossley Out of School Club (M.A.S.K.) was registered in 2003. The club is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Mossley area of Congleton. The club serves the local area and is accessible to all children. It operates from the Mossley Old School building which has a fully enclosed area for outdoor play. It is one of two out of school clubs managed by this private provider. The other club operates at St. Mary's Catholic Primary School in Congleton.

The club opens five days a week for 50 weeks of the year. Sessions are from 7.30am to 9am and 3.30pm to 6pm during school term time, and from 7.30am to 6pm during school holidays. Children are able to attend for a variety of sessions. A maximum of 48 children may attend at any one time. There are currently 158 children aged from three to 12 years on roll, eight of whom are in the early years age range.

There are eight members of staff including the manager. Of these, two hold a qualification at degree level and six hold qualifications at level 3.

What the setting needs to do to improve further

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

- review systems for self evaluation so that it leads to specific measurable targets for improvement and the professional development of staff
- further develop partnership with the main Early Years Foundation Stage provider to ensure that children experience consistent teaching. For example, how children are learning to write their name.

Inspection judgements

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

Good quality of teaching is achieved through varied and exciting activities that motivate and challenge children. Children are busy and fully engaged in playing with well-chosen resources, which promote all areas of learning. Good settling-in processes and a range of documents ensure that staff know the children's likes, interests and skills. For example children periodically complete a well-designed questionnaire about the out of school club. Staff write observations linked to the Early Years Foundation Stage, which are kept in children's folders and inform the next steps for their learning. Planning documents show how these next steps are taken account of during play activities. For example when a child

needs further support in using scissors staff ensure that opportunities to cut for a variety of purposes are offered. Parents speak with the manager and staff daily and feel informed about what their children do at the out of school club.

Staff demonstrate a secure knowledge of how to promote children's learning through play. Children's communication and language development is supported by staff who converse with, and skilfully question children. Staff extend children's vocabulary through a range of activities. For example, they learn about cars that use petrol and diesel and talk about journeys and destinations as they play on the car mat and with the garage. Children's physical development is well-promoted throughout the planned programme. For example, children have opportunities to learn to use tools such as rolling pins at the dough table and they have space to be physically active indoors and outdoors. Activities such as den building help children to cooperate and acquire good social skills as they play together. Older children help younger children to join in, and games such as finding a hidden character require everyone involved to work together to establish and conform to agreed rules. Other areas of learning and development are incorporated into activities and routines. Children count and they use books to learn about pirates before creating their own exciting treasure maps. However, strategies to support the youngest children's emerging writing skills are not as secure. As a result, children miss opportunities to experiment and become confident as they learn to write during play.

Children make frequent moves between home, the out of school club and their schools. Partnership with schools is generally good and this ensures that children feel secure and are therefore able to learn effectively. The programme at the out of school club often reflects themes and topics being covered at school. For example, recently a theme about food at school led to cooking and food based activities at the out of school club. However there is further scope to work with the school to ensure that early teaching and learning approaches are consistent and complementary. This will ensure that children make very good progress in acquiring early skills.

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

The key person system works well in this out of school club. The key person for the Early Years Foundation Stage group is an early years practitioner who is deployed flexibly to ensure that she can support children during their free choice play. Relationships in the setting are friendly. Adults model a calm and purposeful approach and this results in a happy environment characterised by care and consideration for each other. Children are able to describe rules such as where they are allowed to play with the balls and why. Routines support children in developing independence and working cooperatively. For example, children learn to take their plate and cup away when they have finished snack, which clears the space for the next child at the table. Children's confidence, self-motivation and independence is further supported when they choose what to play with and are able to request new activities at any point in the session. Parents comment that the children often attend the club by choice rather than because the parent is at work.

Children are therefore happy and emotionally secure in this out of school club and this supports confident moves within the school. A school planner ensures effective three-way communication of daily messages between home, school and out of school club.

Children have very good opportunities to be active and physically energetic in this club. They are also encouraged to rest and take part in other activities. This encouragement teaches children to regulate their own physical activity. Drinking water is available throughout the session. Established routines ensure that children independently dispose of used water cups for washing and learn about the risk of cross-infection. Children wash their hands before eating and know why this is necessary. Staff are alert to the needs of younger children and effectively support their independent use of the toilet. A variety of food and drink choices ensure that children have opportunities to make and learn about healthy choices. Children attending the holiday club bring their own packed lunch and these are safely refrigerated until lunchtime.

Staff help children to recognise and manage risk during play. For example, children dance in bare feet but are told about the risks of splinters from the wooden floor if they go into other parts of the building. Children know where more boisterous play is allowed and can say why this rule applies. Accidents to children are recorded and communicated to school staff and/or parents as necessary. Resources are well-maintained and of good quality. Staff know that anything broken or damaged must be removed. Staff can describe how they would respond to concerns about the welfare of children in their care. Established routines within the out of school club ensure that this is a safe and secure environment for children.

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

Staff understand and implement the safeguarding and welfare requirements. Training in child protection is given suitable priority. An effective safeguarding policy is in place, understood by staff, and monitored by the management team. Systems for recruitment are rigorous and robust. An application form supports short-listing, followed by an interview process that includes an observation of practice at the out of school club. An extended induction process further ensures that the staff member is suitable and has the required skills and knowledge for the role. Since the previous inspection the approach to risk assessment in the out of school club has improved. The manager is proactive in identifying and managing risks and this ensures that children are safe at the out of school club and when they go on outings.

The manager has a secure understanding of the Early Years Foundation Stage learning and development requirements and how to meet them in play provision. This results in a programme of activities that skilfully combines child-choice and adult-led play and learning. Systems are in place to monitor children's progress and well-being, proportionate to the time spent at the club and at school. Observations of children inform individual planning and are available for parents to see and contribute to. Management meetings and team meetings are used as opportunities to evaluate practice and plan improvements.

Annual appraisals provide staff with targets for development. However, some targets are too open-ended to support measurable professional development of staff. Staff take up opportunities for further training and this brings new ideas and knowledge to the out of school club that have positive impact on children's progress and learning. Mandatory training such as paediatric first aid is efficiently programmed and this helps to ensure that children are safe.

Self-evaluation involves children, parents and staff. Good progress has been made since the last inspection in setting out plans for future improvement. However, some targets for improvement are too open-ended to support and celebrate sustained and measurable improvement. Parents' comments demonstrate how highly they value this established out of school club. Partnership with parents is strong and children clearly want to be at the club. Partnership with schools is good and communication systems support most aspects of children's care and learning. The management team keep abreast of changes to requirements and the manager has recently joined an on-line professional organisation to provide policy updates and ideas for development.

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	EY251110
Local authority	Cheshire East
Inspection number	819733
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	158
Name of provider	MASK (Mossley After School Club) Ltd
Date of previous inspection	08/02/2012
Telephone number	07713 514292

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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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