

Stay And Play At Manor Road

Manor Road Youth And Community Centre, Manor Road, Clayton-le-Woods, Chorley, Lancashire, PR6 7JR

Inspection date	26/02/2014
Previous inspection date	19/07/2011

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

- Staff have a secure knowledge and understanding of their responsibility to safeguard children in their care. This means children are well-protected.
- Partnerships with parents and school are strong and supports children's needs effectively.
- Children are happy and settled at the club because they have secure relationships with all staff members.
- Staff have a good knowledge of how children learn and offer a good range of activities and experiences that complement and support their learning.

It is not yet outstanding because

- Staff on occasions miss opportunities to encourage younger children to persevere in activities and achieve their goal.

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 spoke with a number of parents and took account of their views.
- The inspector observed activities in all areas of the indoors learning environments.
- The inspector held meetings with the manager and spoke with the nominated person, staff and children at various time throughout the inspection.
- The inspector looked at children's records, planning and other relevant documentation, such as staff files and safeguarding policies.

Inspector

Sandra Harwood

Full report

Information about the setting

Stay And Play At Manor Road was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a detached property in the grounds of Manor Road Primary School, in Clayton-Le Woods, Chorley and is managed by a private company. The out of school club serves the school and is accessible to all children. It operates from the whole building and there is an enclosed area available for outdoor play. The club employs seven members of childcare staff, six of whom have qualifications at level 3 and above. It offers a breakfast club from 7.30am to 9am and an after school club from 3.30pm to 5.30pm

What the setting needs to do to improve further

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

- support younger children further as they engage in activities that they show interest in and help them persevere to achieve through encouraging words and body language.

Inspection judgements

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

Children engage enthusiastically in the wide range of activities on offer in the club. They greet staff enthusiastically and confidently tell them what they are going to do. Staff are very friendly and have fun with children, who initiate their own play, inviting staff to join in or seek support from them if required. Staff create a relaxed atmosphere, which fully meets children's needs after an active day at school. There are comfortable settees where children can sit and listen to music, watch a recording or rest and chat with friends. There is a good balance between physical activities and quieter more creative activities to choose from. For example, older children choose to play a game with the parachute, which creates lots of squeals of laughter. Younger children use rods and balls to make their creations. They use them as extensions of their arms as they persevere for some time as they move and attempt to pick up other rods. Other children enjoy painting and give high fives to transfer paint on to the grown up hands which they find hilarious. Children engage in activities, which complement their learning in school, for example, they use large snake and ladders supporting their counting in a fun way. Access to computer games or other technological resources are time limited to ensure all children have the opportunity to have a go. This means that children learn about sharing, consideration and how to tolerate others.

Staff obtain information from parents about their interests and abilities as they complete an 'all about me' and before entering the club. This helps staff have a clear understanding of each child's individual needs. Consequently, children make a smooth transition into the

club. Parents are encouraged to continue this involvement as they look at the photographs of children taking part in activities. They discuss with staff and children what activities they have taken part in. Observations of children are carried out and recorded in their learning records along with photographs of the activities they take part in. However, there are occasions when younger children show interest in activities but do not persevere with because opportunities to support them are sometimes missed. The key person records the information and transfers this to the tracker, which is used to identify areas that require developing.

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

The learning environment is very well-resourced, spacious and well laid out to enable children freedom and selection. Children across all the age ranges make independent choices as they choose where they want to play. The entrance hall has 'wow' boards where children display their achievements from home school or within the club. This promotes their confidence and self-esteem. Staff gather information from parents when they come for settling-in visits prior to starting the club. This time is used to exchange both written and verbal information and meet staff and see the club in action. Children of all ages show they are safe and secure within the club as they bound in enthusiastically greeting all staff. Younger children and parents know who their key person is and have secure relationships with them, which promote young children's emotional well-being.

Children behave well because staff show respect towards each other, which role models expectations for children. They also gently, but firmly support children to understand or when appropriate to intervene and help them settle what often are small disputes. Children are very responsive to staffs' calm instructions, resulting in a very friendly environment that is beneficial to children's well-being. Children's independence is encouraged as they attend to their own needs or are given the support to try when they say they cannot do something. For example, staff demonstrate how to undo threading then encourages children to complete the task using praise when they persevere and achieve their goal.

Children's health and safety is well-promoted. They learn about keeping healthy through a range of physical activities. Children have free access to a range of fruit and drinks throughout the session. Snack time is a social occasion when children sit and chat with friends or staff as they enjoy a range of healthy snacks, which they often help to prepare. This supports their understanding of healthy eating. Children's safety is assured through good deployment of staff or through encouraging them to think about why it may not be a good idea to climb on the chair. This helps children think about their own and others safety and increases their understanding. Visitors, such as the local community police officers, further raise children's awareness of safety both within the club and in their local community.

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

Staff and management have a good understanding of their responsibility to meet the safeguarding and welfare requirements. The efficient recruitment and vetting procedures ensure that staff are suitable to work with children. A good induction means that staff has a clear understanding of their role and responsibilities towards children and the club. Staff have a secure understanding of how to safeguard children and clearly discuss the procedures to follow should a concern arise. All relevant documentation is in place for the safe running of the club and welfare of children. This includes regular daily risk assessments. Staff collect the children from the adjoining school and register their attendance and regular head counts of children further ensures their safety.

Staff work together very well and demonstrate a firm commitment to offering activities and experiences that support the learning and development of all children. They continually evaluate activities and their practice through discussions with each other, children and parents. Consequently, they identify, adapt and change to meet the changing needs of all children. Staff benefit from regular team meetings, staff appraisals and effective support from the manager. As a result, staff use this information to share concerns and improve their knowledge and practice. Many staff work at the adjoining school and so receive regular training. Evaluation is ongoing. For example, children have a 'sharing ideas tree', parents use their noticeboard to leave suggestions or requests and staff have input through identifying areas they feel require change or development. The manger uses the strengths of her staff team to support children and enable staff to take responsibility, which promotes their professional development and confidence.

The club works closely with the adjoining school to share information and support children. Parents are provided with information through the parent's noticeboard and daily verbal exchanges. The partnerships with parents are very successful and those spoken to were highly complementary of both the activities and staff. They confirm their children really enjoy coming to the club.

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	EY417466
Local authority	Lancashire
Inspection number	875614
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	77
Name of provider	Stay And Play At Manor Road Ltd
Date of previous inspection	19/07/2011
Telephone number	07977579590

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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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