

All Stars Out of Hours Club

Wheelock County Primary School, Crewe Road, Sandbach, Cheshire, CW11 3RT

Inspection date

03/04/2014

Previous inspection date

12/01/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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 2

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 experience warm trusting relationships with staff, ensuring that they are happy, confident and feel safe and secure to explore the environment.
- Children are kept safe because staff are aware of how to manage risks, maintain sound health and safety procedures and are knowledgeable about how to report on concerns that a child may be at risk of harm.
- Supervision and staff training and development are given a high priority. Consequently, staff are skilled and understand needs of the children.
- Relationships with the school are good and ensure that children's transitions are supported and that they are emotionally prepared for their future learning.

It is not yet good because

- Parents are not routinely involved in what their children learn or kept up to date with their child's progress.
- Younger children's assessments lack the rigour needed to establish a clear picture of children's achievements from their starting points, therefore, children's learning is not always explored to their full potential.

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 held meetings with the manager and talked to the staff in the setting.
- The inspector explored the views of parents and carers, a teacher from the school and children at appropriate times during the inspection.
- The inspector observed activities in the main rooms used for the club.
- The inspector looked at children's assessment folders, the settings self-evaluation format and a selection of policies and procedures and planning documents.
- The inspector checked evidence of suitability and qualifications of practitioners.

Inspector

Margaret Foster

Full report

Information about the setting

All Stars Out of Hours Club is one of three provisions privately operated by the same owner and was registered in 2005. It operates from the school hall and the Year 2 classroom within Wheelock County Primary School, Sand Bach, East Cheshire. Children have access to secure outdoor play areas. The setting offers before and after school care from 7.30am until 9am and 3pm until 6pm term time only. Children from the host school and other local schools attend for a variety of sessions. There are currently 48 children on roll. Of these, three are within the early years age group. The setting supports children with special educational needs and/or disabilities. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Four members of staff are employed, including the manager, who work directly with the children. The manager holds Qualified Teacher Status and a Bachelor of Education Degree, one member of staff has a level 3 in Playwork and the other staff are unqualified.

What the setting needs to do to improve further

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

- establish a clear picture of children's starting points when they first attend the setting and use these effectively to plan to move children forward in their learning so that young children achieve well and make good levels of progress in their chosen play
- engage parents in regularly sharing observations and children's assessments, so that they are routinely kept up to date with their child's progress.

Inspection judgements

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

The manager and staff demonstrate a sound awareness of the Early Years Foundation Stage and the prime and specific areas of learning. They understand how children learn and have knowledge of child development. Staff ask parents to supply information on the younger children when they start at the setting, however, this information is focused mainly on health and dietary needs and so is not thorough enough to establish a sound starting point for children's future learning and development. This hinders staff from making sure they know what children can already do in order to move them forward so that they make as much progress as they can. Observations of the children are carried out and planning is developed from children's interests and, consequently, they are motivated and interested in the activities offered and show an interest in learning. Children are happy to attend and are welcomed into a calm and organised environment that offers a range of activities that complement the learning they gain in school. There is a balance of

quiet areas to offer the younger children places to relax after a long day at school and challenges for the older children playing games, such as pool and the games console, whereby they can be more competitive and learn about turn taking.

Creative activities offer a selection of different resources to choose from and this allows children to make choices about what they want to play with or use. For example, they are offered materials, feathers and a selection of chicks and eggs to support learning about the Easter celebrations. Children evaluate how they have enjoyed activities using written comments which are displayed and their views are incorporated in the future planning of activities. For example, one child wrote about a stitching activity saying, 'I like doing the tight stitches and the games afterwards. It was really, really, really fun'. Children's views are taken on board and the activities they have enjoyed are repeated which ensures that new skills are reinforced and practised. Staff offer children opportunities to explore, investigate and learn through first hand experiences, both indoors and outdoors. Staff are generally deployed well and support children's learning. They offer explanations of how to do things, interactions are positive and questioning is used to extend children's learning or help them to find a solution to problems. For example, in challenge week children made paper aeroplanes and had a competition to see who could throw their plane the farthest. This helps to support the problem solving and mathematical concepts children are learning at school, such as measure and length. Older children attending the club benefit from accessing a 'Stepping Up' programme delivered by the youth liaison officer to help build the skills needed for future transitions to high school. However, arrangements to support the younger children attending, who are within the early years age range, are not as effective. This is because assessments of their learning are not accurate or carried out frequently enough to ensure staff know how to build on what children already know in order to help them progress further. Consequently, planning to support the youngest children does not routinely meet all individual learning needs. Relationships with school are sound, which means children's emotional security is supported as they make the daily transition from classroom to the after school setting. The head teacher, the provider and manager meet termly to discuss planning, so that children's learning is linked across both settings.

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

Warm and trusting relationships are observed between key persons and children so that children are safe and happy in the environment and staff are knowledgeable about how to keep children safe and secure. Children can make choices about what they like to do, consequently they have confidence and settle into the setting with ease and enjoy their time after school. Behaviour management strategies are sound, clear signs are demonstrated to children for changes in routine, for example, children know that it's time to tidy up for teatime snacks and to wash their hands because bells are rung and they know the routine well. Children are suitably monitored and supervised in accessing the hand washing areas and suitable staff ratios maintained to ensure children's safety. Staff are qualified in food preparation and food hygiene so children are protected from contamination and cross-infection. Children's independence is nurtured as they serve themselves to their own food and so learn about the importance of healthy portion size. Older children serve their own drinks and also help the younger children to do the same.

This helps children learn to consider and help others. Children enjoy healthy food of pasta, garlic bread and fresh fruit at snack time and staff support these by talking to the children about being healthy and growing up. Interactions are positive and focus on healthy lifestyles, therefore, children are learning important life skills for their future health. Children access the outdoor areas frequently and can run on the large field to see the effect of exercise on their bodies. Younger children have access to their own section of the playground, ensuring they have access to a range of physical experiences.

Children's good behaviour is celebrated by the 'Star of the week' programme displayed on the board for children and parents to see, consequently, they are learning about considering others and how to tolerate each other's differences. Staff are consistent at using strategies of distraction and intervention to support children in day-to-day activities to ensure that they are learning about taking turns and sharing. Relationships with the school are positive, ensuring that the transition from classroom to setting are supported and children's emotional security and well-being is supported. For example, younger children's need to relax and be quiet is provided for through a cosy book area, containing cushions and rugs, where they can rest after their day at school. Resources are of suitable quality and there is a good range to engage children's interest. These match children's age and stages of development, and some also reflect positive images of diversity in order to raise children's understanding of the lives of others. Since the last inspection, children's views and ideas on activities have been explored through visual questionnaires, a comments box and involvement in evaluating activities. Children's confidence is supported, because they feel their views are valued and taken on board. Children are therefore, appropriately prepared emotionally for their transitions onto the next stage of their learning.

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

Children's learning is supported by staff who are knowledgeable about how children learn and, therefore, the activities offered are appropriate to the children's age and stage of development. However, the learning assessments carried out on the younger children lack sufficient detail and rigour to ensure good levels of progress are being made. Parents make an appropriate contribution to identifying children's care needs, therefore, children's confidence and emotional well-being are supported. However, their views are not gathered with regard to children's starting points and they are not involved in the ongoing observations, learning and assessments of young children's learning and development. Consequently, parents are not kept up to date with their child's progress and so do not know if their young children are achieving well and making progress in their chosen play. As a result, some aspects of the learning and development requirements are not fully met.

Children are kept safe because staff are aware of health and safety procedures, how to manage risks and know how to report concerns that a child may be at risk of harm. The manager and staff are aware of their responsibilities with regard to protecting children from abuse and have all completed safeguarding training. Copies of policies and procedures, including complaints, are provided for parents and these successfully reflect the ethos of the setting. Parents' signed permission for emergency treatment is recorded

on entry to the setting. Along with other confidential records, these are locked away safely in line with statutory requirements. All areas are risk assessed daily and risk assessments detail any changes that need to be made to ensure the safety of the children. Resources are checked to ensure quality and safety and procedures are in place to ensure that broken toys or resources are removed or sent for repair so that risks to children are minimised.

Recruitment, induction and establishing the suitability of people working with the children is thorough and appropriate measures are in place. A programme of staff supervision, training and development are delivered regularly, consequently, staff are well informed and children's needs are understood. New members of staff are shadowed as part of their induction and required to attend training. Peer mentoring is satisfactorily used to ensure that staff are suitably skilled when working with the children. The manager is able to report on procedures for dealing with any staff underperformance and is experienced in setting targets for staff as part of the performance management programme. The manager is keen to improve and demonstrates a relevant knowledge of areas for development. The manager has been successful in engaging the views of other partners since the last inspection to support this self-evaluation process. Appropriate partnerships with other providers are used satisfactorily to ensure continuity of care and learning for children.

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	EY305979
Local authority	Cheshire East
Inspection number	820309
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	48
Name of provider	Pine Lodge Creche and Day Nursery Ltd
Date of previous inspection	12/01/2012
Telephone number	07795 124428

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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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