

# M & A Club

Shade Primary School, Rochdale Road, TODMORDEN, Lancashire, OL14 7PD

<b>Inspection date</b>	02/04/2014
Previous inspection date	18/05/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 club is led by a highly enthusiastic manager who works in close partnership with the school and is fully committed to providing high quality care and education for children. This means children's welfare is very well supported.
- Staff are very committed and well-qualified, and as a result, they provide a good variety of interesting and stimulating learning opportunities that effectively complement those of the school.
- The manager and staff give high priority to ensuring children are safe. Recruitment procedures are robust and all staff undergo training and checks to ensure they are competent and suitable to work with children.
- Parents' comment that they are kept well informed about their children's well-being and progress and highly recommend the setting to other parents.

### It is not yet outstanding because

- There is potential to follow children's interests and enhance their development in expressive arts and design to a greater extent, by providing children with a wider range of easily accessible resources, to stimulate their imagination.

## 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 and spoke to children, parents and staff throughout the inspection.
- The inspector observed staff support children as they play and learn.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents spoken to and by reading a number recent of questionnaires.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the staff, the self-evaluation and monitoring forms, and a sample of policies and procedures.

## Inspector

Caroline Midgley

## Full report

### Information about the setting

The M & A Club was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Shade Primary School in Todmorden, Lancashire, and is managed by private provider. The out of school club serves the school and local area and is accessible to all children. It operates from the main school hall and children also use the school grounds for outdoor play. The club employs six members of childcare staff. Of these, all hold appropriate early years qualifications, the majority at level 3. The club opens Monday to Friday all year round. Sessions are from 7.15am to 9am and 3.15pm to 6pm before and after school and 7.30am to 6pm in the school holidays. Children attend for a variety of sessions. There are currently 84 children attending, 21 of whom are in the early years age group. It supports a number of 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:

- enhance the children's development in expressive arts and design to a greater extent by providing children with a wide range of well-organised resources for them to use and explore.

## Inspection judgements

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

Staff are committed to providing good quality care. They provide a good variety of interesting and stimulating learning opportunities that complement those of the school well. This means children's individual needs and interests are successfully met and children make good progress in their learning and development given their capabilities and starting points. Staff demonstrate a clear understanding of how to promote children's learning and development. For example, a member of staff notices a young child playing alone with a telephone, he demonstrates using a telephone himself and encourages the child to extend his ideas, bringing in several learning objectives, such as an understanding of number and time as they engage in an extended conversation. This type of teaching is effective because staff are extending children's own ideas. This helps children to be engaged in the learning and make good progress.

Staff use themes to guide their practice. For example, this is currently, 'healthy eating'. A member of staff encourages children to draw fruit. She provides a selection of fruit for children to observe and draw. This activity is successful because she works with one or two children providing them with good levels of support and encouragement. Children make accurate drawings, carefully transferring what they see to their paper, supporting them to develop skills in expressive arts and design. They also develop communication

skills as they talk to the member of staff. Communication and language is supported effectively in the setting. Staff encourage children to develop their own ideas and make links with previous learning. As a result, children are learning skills and they persevere with the challenging activity. However, there is potential to seize on children's interests and enhance children's development in expressive arts and design to a greater extent, by providing children with a wider range of easily accessible resources, to stimulate their imagination.

Staff use the indoor and outdoor environments effectively, as a result, children are engaged, eager and motivated to learn. During school holidays children are taken off site, they particularly enjoy going to the local supermarket to buy food to make a banquet, which they then prepare themselves. In these ways the club extends children's learning in many interesting and engaging ways.

Staff and children regularly make booklets which contain photographs and examples of their achievements. They display these on the club's noticeboard in the entrance hall so parents and others can see what children have enjoyed doing. As a result, children achieve a sense of pride and feel valued and respected. The manager also has regular meetings with staff in the nursery school and contributes photographs and examples of children's work to the school's individual learning journal records. This shows the club work in close partnership with the school to extend children's development in all aspects of learning. Both the club and school use this information to identify the children's next steps in their learning and to inform future planning. Discussions between staff and parents at the end of the session means they are kept well informed about their child's progress and development. As a result, children are supported to acquire the skills needed for the next stage in their learning.

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

Staff demonstrate high levels of care towards children and treat them with respect and affection. This results in the warm, happy family atmosphere, which nurtures children's emotional well-being. It also means children's behaviour is outstanding and is something that visitors to the club often comment on. The school nursery staff and the club work well together to settle new children into the routines of the club and the school. This close cooperation helps children get to know their new surroundings, the staff and other children prior to starting to attend. This means that there is a smooth move into the club which supports children's confidence and sense of well-being. Children are assigned a key person who oversees their care and learning. This means children's needs are well supported. Children show that they feel safe and secure because they are very relaxed and confidently select their chosen activities, become engaged in their play and chat happily to their friends. The wide range of age groups who attend the club play happily together which enhances the younger children's learning. It also supports them in developing trusting relationships with children and adults.

Staff praise and encourage children which helps them develop high levels of confidence and self-esteem. Children learn how to be safe in a variety of ways. Children learn the boundaries of the school and outdoor areas and staff go through their safeguarding and

health and safety policies with children on a regular basis, in addition, they practise fire drills and other safety procedures. In this way children learn how to keep themselves safe. Children learn about good hygiene routines as they are reminded to wash their hands before eating and after using the toilet. Staff help children, who are new to the club to learn self-care skills by showing them how to put on their coats and fasten their zips. This supports children's growing independence as they do things for themselves and also means they settle into nursery school life very quickly. Children's good health is promoted well through a commitment to a healthy lifestyle. They are provided with a huge range of nutritious snacks provided as a buffet. This includes a range of biscuits, preserved meat, olives and large quantities of raw vegetables and fruit. The youngest children sit confidently and serve themselves humous, which they eat competently with carrot sticks. Children are encouraged to be adventurous, for example, the meal includes a huge range of different types of biscuits, such as flat bread, bread sticks, and accompaniments, such as horse-radish sauce and pickled beetroot. In this way children develop healthy eating habits. Children also learn social etiquette as they eat together. Children's health is also promoted by regular opportunities to get fresh air and exercise in the outdoor play area.

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

The club is led by a highly enthusiastic manager who is fully committed to providing high quality care and education for children. All staff understand their roles and responsibilities to protect children. Recruitment procedures are robust and all staff undergo checks to ensure they are safe and suitable to work with children. This is because the manager gives high priority to keeping children safe and regularly reviews policies and procedures at staff meetings. All staff attend training on safeguarding and first aid and are clear about what to do in these situations. This means staff are vigilant regarding child safety and security. The manager risk assesses potential hazards very effectively and works closely with the school head teacher to develop a shared approach to address any identified issue. This enables children to explore safely and freely. Excellent adult to child ratios are maintained and staff are very well deployed, ensuring that children are well supported in their play and learning. New staff benefit from a full induction, which ensures they are quickly aware of the routines, policies and procedures. Regular supervision meetings and annual appraisals are held with the manager to discuss individual members of staff's strengths and weaknesses in practice and to identify any training needs. This means that they remain highly committed. Documentation for the safe and effective management of the setting is very well organised, regularly reviewed and updated to take account of revised legislation and best practice. This ensures children's safety and well-being is effectively promoted. The manager ensures that ratios are well maintained at all times, effectively supporting the safety and security of all children.

The manager and staff undertake regular self-evaluation to identify strengths, weaknesses and areas for improvement. Feedback is sought from parents through the comments they provide in questionnaires. This shows that the manager and staff are working to continuously improve the care and learning for the children. Recommendations raised at the last inspection regarding self-evaluation and observation and assessment processes have been very successfully implemented. This has resulted in close cooperation with the

nursery and Reception classes of the school the children attend. Together they monitor children's overall progress in their learning and development. This allows them to identify if there are any delays or gaps in children's development that need to be addressed, such as speech or hearing difficulties that require additional support. These extremely strong partnerships with staff at the school and other education and health professionals, ensure that children's needs are fully identified and met. Very positive and trusting partnerships are established with parents and daily verbal dialogue is encouraged. Together with useful noticeboards and displays this keeps parents informed about their children's progress. Parents' comments received during the inspection are extremely positive and supportive of the service they offer their children. Parents state that they are kept well informed about their children's well-being and progress and they and their children highly recommend the setting to other parents.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY396706
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	879282
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	84
<b>Name of provider</b>	Natalie Jane Naylor
<b>Date of previous inspection</b>	18/05/2010
<b>Telephone number</b>	01706 812 913

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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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