

WHOSH

William Hulme's Grammar School, Springbridge Road, MANCHESTER, M16 8PR

Inspection date

23/01/2014

Previous inspection date

15/09/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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 3

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

- Staff have an adequate understanding of child protection. Therefore, they know how to proceed if they are concerned about a child in their care.
- The key person system is effective. As a result, children settle-in well and are confident as they play and explore in the club.
- The club is suitably resourced. Therefore, children have access to toys and equipment that interest them.

It is not yet good because

- The provider failed to notify Ofsted of a change to the manager within the 14 day timescale. This is an offence.
- Monitoring of staff performance is weak and as a result, their continued professional development is not promoted. The means that staff do not have a good enough understanding of the learning and development requirements and do not adequately support children's learning in school and at home.
- Systems for self-evaluation are not fully effective. This means that not all targets identified for improvement are addressed.
- Young children are not encouraged to serve their own snack and pour their own drinks. Therefore, opportunities for children to be independent are not maximised.

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 a meeting with the manager of the club and together they completed a joint observation.
- The inspector observed the staff while they interacted with the children.
- The inspector looked at some paperwork, including documents to evidence safe recruitment procedures and the children's development files.
- The inspector ensured the views of parents were taken account of through discussion.

Inspector

Karen McWilliam

Full report

Information about the setting

WHOSH Out of School Club was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a classroom in the William Hulme Grammar School in Manchester. The club is privately owned and is part of chain owned by the same provider. There is an enclosed area available for outdoor play.

The club employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The club opens Monday to Friday during term time only. Sessions are from 3.15pm until 6pm. The club also opens during school holidays from 7.45am until 6pm and children are able to attend for a variety of sessions. There are currently 23 children on roll, of whom three are in the early years age group.

What the setting needs to do to improve further

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

- improve knowledge and understanding of the seven areas of learning in order that the planning of challenging and enjoyable experiences is guided by them and complements children's learning in school; and support parents to be involved, to aid planning the next steps in children's learning
- ensure that appropriate arrangements are in place for the effective supervision of staff in order to foster a culture of mutual support, teamwork and continuous improvement.

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

- maximise opportunities for children to be independent by allowing them to serve their own meals and pour their own drinks
- improve existing systems for self-evaluation by identifying priorities for improvement and setting action plans to address them.

Inspection judgements

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

Children have access to a suitable range of resources that adequately cover the seven areas of learning. Staff speak to children to find out about activities they like and then they facilitate their interests. For example, children who are interested in fairies are provided with dressing-up clothes. This helps children to enjoy their time at the club and have fun. Staff observe children daily and maintain a written record of these observations to share with parents and teachers. However, staff do not have a good enough understanding of the seven areas learning to reflect on and evaluate these observations to assess how best to extend and complement children's learning from school. This means that staff are not guided by the learning and development requirements to provide effective teaching to shape and plan comprehensive activities and challenging experiences for children.

Children learn because they have access to a suitable range of resources that interest them. For example, children enjoy threading beads onto string to make bracelets and necklaces or dressing up as their favourite superhero. Children's communication skills are adequately supported. They bring in their own books to show their friends and talk about them and they chat away to each other while they play in the role-play areas. Tools for writing and making marks are always available, children select from paint, glitter and pens to create pictures to take home or add to their development files. This provides children with opportunities to be active in their learning and make choices about their play. Children play cooperatively together as they enjoy board games with their friends. During these activities, some staff encourage children to add and subtract. For example, children count how many balls they have, compare the amounts with their friends and then say how many are left when some balls are taken away. Older children are supported by staff to complete their homework and have access to the school's computers, should they need them. Children's physical skills are suitably promoted. Children have access the school's outdoor area and the large hall where they have space to run around and engage in ball games and sports. Children explore some festivals, such as Eid, Christmas and Diwali and taste foods from different cultures. Therefore, they have some opportunities to learn about the world in which they live.

The club is located in a classroom within the school and parents state they are happy with the wrap-around care and the flexibility of the club to meet their childcare needs. In addition, staff pass on important messages to parents from school, such as how their children have behaved and any accidents they have had. However, arrangements are not made for parents to be involved in sharing learning from home, to aid staff planning the next steps in children's learning.

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

Children arrive happily at the club and head straight for the snack table where they choose from a selection of very well presented and healthy options, such as an assortment of fruit and toast. Older children are encouraged to serve themselves. However, staff ask the younger children what they would like to eat, they then serve them their choices and pour them a drink. All the children are capable of serving their own snack and pouring their own drinks. This does not maximise opportunities for children to develop their own independence and build on skills they use in school.

Transitions into the club are suitably managed. Children and parents are invited to visit and have a look around and parents are suitably informed about the running of the club because staff give them 'starter packs', which contain information about the club and regarding the Early Years Foundation Stage and have informal chats with them. Staff are warm and friendly towards the children and the key person system supports them while they are settling. In addition, most of the staff also work or volunteer in the school. Therefore, children see them around the school and are already familiar with the staff when they start. This provides some consistency of care for the children. As a result, children feel secure, enjoy their time at the club and often do not want to go home.

Staff are positive role models who encourage good manners and offer children lots of praise. As a result, children behave well. The rooms used by the club are safe and clean and staff check and prepare the environment before children arrive. Children show they are developing an awareness of keeping themselves safe by staying within the permitted areas of the club and only venturing into other areas, such as the hall, when supervised by staff. Children have access to an appropriate range of safe, clean and age-appropriate resources; most of which are easily accessible by children, and those that are stored on shelves are clearly in view so children can request them.

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

Staff have a satisfactory knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. However, the registered provider failed to notify Ofsted within the 14 day timescale that there was a change to the manager. All staff demonstrate a suitable awareness of the possible indicators of abuse and how to proceed should they be concerned about a child in their care. Furthermore, staff are clear about the procedure to follow if they have any concerns regarding the behaviour of an adult working at the club. This contributes to keeping children safe from harm. In addition, the children are well supervised as staff-to-child ratios are met at all times. Accident reporting and recording procedures meet requirements and there is always a first aid trained member of staff on-site when children are present, to respond to any minor accidents. Recruitment procedures are robust and ensure all staff that work alongside children are suitable to do so. An adequate induction programme ensures that staff are suitably informed about the club's policies and procedures and their roles and responsibilities. In addition, all staff hold appropriate qualifications and are suitably deployed to ensure children are adequately supervised.

There are adequate arrangements in place to monitor the performance of staff. The manager ensures they have regular staff meetings and supervisions to discuss the children and identify any training needs. In addition, the registered provider supports the manager by speaking to her daily. There are some arrangements in place to evaluate the service the club provides and contribute to improvements. For example, the manager has completed a self-evaluation form and conducted a welfare requirement audit. However, not all the previous recommendations from their last inspection have been suitably addressed. For example, staff do not have a good enough understanding of the seven

areas of learning and development to monitor children's learning so it complements what is being achieved in school and to involve parents, in order to effectively plan children's next steps of learning.

Partnerships with parents and others are satisfactory. Staff share their child's daily observations with them and have informal chats at the end of the session. Therefore, parents are suitably informed about the activities their child has taken part in. Staff demonstrate a suitable awareness of the advantage of liaising with teachers to support children. For example, they enquire about the children's behaviour and any favourite activities that children have taken part in so they can continue these within the club.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY356064
Local authority	Manchester
Inspection number	951263
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	23
Name of provider	BOSH LIMITED
Date of previous inspection	15/09/2011
Telephone number	0161 226 2054

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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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