

# Time Out

Haslington Primary School, Crewe Road, Haslington, CREWE, CW1 5SL

<b>Inspection date</b>	11/04/2014
Previous inspection date	05/12/2011

<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

- Staff have warm interactions with children in this friendly club. They sensitively help children to settle easily, form strong bonds with their key persons and develop their confidence and independence.
- Positive relationships with parents and carers are developed through effective induction arrangements and frequent communication. This means information is continually gathered and exchanged, which benefits each child's ongoing care, learning and development.
- Staff encourage the children to work cooperatively together and as a result, their personal, social and emotional development is well promoted.
- Children enjoy their time in the club; engaging effectively with knowledgeable and caring staff who support them in making good progress in their learning and development. They understand and demonstrate high expectations for behaviour.

### It is not yet outstanding because

- There is capacity to enhance adult-led activities so that all staff consistently extend individual children's learning and support their progress to the highest level.

## 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 talked to children and staff and held discussions with the manager during the inspection.
- The inspector looked at children's assessment records and at their learning journals.  
The inspector reviewed the planning documentation, evidence of staff suitability,
- safeguarding policies and procedures and a range of other supporting documentation.
- The inspector took account of the views of parents that had been made in written testimonials.

## Inspector

Ron Goldsmith

## Full report

### Information about the setting

Time Out is owned and managed by a private provider. It was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a mobile classroom within the grounds of Haslington County Primary School, Haslington, Crewe in Cheshire. The club operates Monday to Friday from 7.30am to 9am and from 3.15pm to 6pm during school term time. Children attend from the host school during term time. During school holidays, the club operates from Monday to Friday from 7.30am to 6pm, with the exception of two weeks over the Christmas period. Children from other local schools attend during school holidays. There are currently 60 children on roll, of these 12 are within the early years age group. The club supports children who speak English as an additional language. There are four members of staff, including the owner, who work directly with the children. All staff hold level 3 qualifications. The club receives support from the local authority.

### What the setting needs to do to improve further

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

- review adult-led activities to extend individual children's learning to the highest level and more consistently support their progress within school.

## Inspection judgements

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

Children are confident and happy in this lively, well-organised out of school club, which provides a warm, relaxed atmosphere. They interact positively with each other and with adults. Staff know the children very well and ensure that they provide a service that meets their individual needs. They gather frequent information from parents and the school about what children can do and what they are interested in. As a result, children's starting points and capabilities are understood from the beginning. Staff encourage the children to work cooperatively together and as a result, their personal, social and emotional development is well promoted. Observations of children are carried out, recorded and cross-referenced to the areas of learning. Staff know the children very well and ensure planned activities focus on individual children's expressed interests. However, at times there is scope for adult-led activities to focus more closely on supporting individual children's future learning as they progress through school. Effective questioning, meaningful conversations and clear support enable children to develop their knowledge when independently playing and investigating. For example, as they talk about events and activities they have shared together, or share the care of the school guinea pigs.

Children attend school or the pre-school throughout the day and staff are aware that activities need to complement what they do there. Discussion with the Reception class

teacher provides information about what the children have achieved in school and the club has devised procedures to exchange information. The inspection took place when the holiday club was running and staff successfully plan and pace the activities to reflect the greater time children are present. The setting ensures a good mix of child-initiated and planned activities are provided. Staff create an inclusive and welcoming environment, for all children. Planning is used effectively to link to the Early Years Foundation Stage and incorporate the wishes of the children. For example, children have opportunities to contribute comments and suggestions about what they like doing best and what they might like to do in the future through the ideas box and the 'children's council'. When they decide to watch a film children take a vote on which one it will be and readily accept the majority decision. Staff are well aware of how to meet the individual needs of the early years children and plan activities to enhance their learning. Children have highly developed communication and language skills because they join in with cooperative activities, which encourages different age groups to work and talk together. Children are very confident and independent, eagerly choosing the activities, toys and resources that interest them most. They are able to help themselves to a good range of resources, such as art and craft materials, which support their own ideas. They confidently complete an Easter egg basket by weaving together coloured strips of paper in a complex pattern, asking staff for help and support if they need it. They express themselves clearly in language and ideas to describe and implement their plans. These activities and games all help the children to be active, independent learners, as they play together, sharing equipment and resources and waiting their turn. They have fun and they also enjoy simply resting and sitting in their peer groups.

Staff promote, support and extend children's learning well. For example, they talk about patterns for the basket making and what patterns mean. Staff acknowledge children's age-related independence as children take responsibility for serving and clearing away meals. The youngest children ask if they can set the table for lunch. Such routines support their personal, emotional and social development well. The school playgrounds offer good opportunities to enhance children's physical development. For example, children thoroughly enjoy time outdoors as they test their own skills and abilities. Engagement with parents is very positive and staff liaise well with them, talking to them about the children's needs and exchanging information regularly. Newsletters and information boards are also used to help keep parents well informed. The club have good transitional arrangement with the school and pre-school and children are emotionally secure. The club is committed to providing children with good quality care and learning and children are having fun as they participate in a range of exciting activities with their friends before and after school, and during the holiday.

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

Children settle well as they are warmly welcomed into this bright and lively setting. They develop a secure attachment with their key person and with each other. Children are supported well in the transition from home to the club because staff understand their need for emotional security, therefore, taking time to support children and their parents in adjusting to the new environment. Staff are skilled at handling minor conflicts and

ensuring that younger children will enjoy their time at the club. Transitions are well organised and children are prepared well for their moves into Reception class in school. For example, by regularly exchanging information with the Reception class teacher.

Children's behaviour is excellent and they willingly share and take turns. Staff are good role models and give lots of praise and encouragement to children to build confidence and promote children's self-esteem. Independence is very well promoted as staff encourage children to manage their own self-care needs. Children make choices and select resources from around the room. Resources are stimulating, safe and meet children's learning and development needs well. The club environment is safe, warm and welcoming. Admission information obtained from parents is thorough with regard to each child's individual learning and care needs, ensuring each child's needs are well met. For example, children with English as an additional language are effectively considered in the club's planning.

Snacks are healthy and nutritious. Staff ensure vegetables and fruit form part of the daily meal and they also ensure children are drinking plenty of water throughout the day, as they remind them to think about if they need a drink after vigorous outdoor activity. Meal times are an opportunity for a social event, where children choose who to sit next to and talk with. Staff implement their food hygiene knowledge effectively in order to protect children's good health as all tables are routinely wiped down with a suitable anti-bacterial spray. Children practise physical skills in their outdoor play areas, and larger equipment provides challenge for children at their different stages of development. They energetically join in with physical exercise when outdoors, skilfully running, climbing or running and chasing. All children spend some time being physically active each day. These activities provide children with firm foundations for developing a healthy lifestyle. Children's welfare is addressed effectively because staff successfully identify and minimise potential risks. Children learn how to keep themselves safe. For example, as staff remind them about using chairs appropriately and to be careful not to trip up on a mat. The warm and friendly environment and knowledgeable staff support children's development and promotes children's growing independence. This is especially important as children become older and prepare to move into school. Good partnerships have been established with the local school and other providers. The well-organised support provided by staff at this time means that children are able to have a positive transition.

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

Leadership and management is good because the requirements of the Statutory framework for the Early Years Foundation Stage and managements accountability arrangements are fully understood. Children are safeguarded well. Staff have a clear understanding of child protection and the procedures to follow if they have concerns about a child in their care. Staff know what to do if an allegation is made against a colleague and are clear about the use of mobiles phones and cameras. There is a whistleblowing policy in place and a poster is displayed to ask all adults at the setting not to use their mobile phone. All required policies and procedures are in place and the club completes risk assessments on a regular basis. A member of staff checks all areas, including the outdoor

area, before children arrive and at regular times throughout the day. Staff supervise children well and recognise when they need additional support or reassurance, for example, after an incident in the playground. Recruitment procedures are robust. Staff are thoroughly checked before being employed. Commitment to ongoing training ensures staff can continue to meet statutory obligations and develop skills which support the work of the setting, for example, staff have completed recent safeguarding training. Appraisals are organised to assess staff skills and to identify any areas for improvement.

Staff work very well together and have a good understanding of the learning and development requirements, regularly sharing information to help them support children's developing needs. Staff provide the children with interesting and stimulating play and learning opportunities. They monitor children's progress effectively enabling them to support children to move on to the next stage of their learning. As a result, children make good progress in their learning and development. The manager understands the need to monitor the educational programme along with the quality of teaching. She does this effectively because she works alongside her team on a daily basis, with all staff contributing to the weekly planning. As a result, she has first-hand knowledge of what the staff and children do.

Staff have strong partnerships with parents and other providers and they are encouraged to share information to ensure continuity of care. Consequently, they contribute to daily conversations about children at the on-site pre-school and Reception class. Partnerships with other professionals are effective and staff work closely with them in order to help children who need additional support. There is a commitment to providing high quality care and education that recognises the importance of giving children a voice about the running of the club. Parents' comments in written testimonials show they are happy with the care and education offered to their children. They say the club has provided a 'warm educational environment' for their children. The skills children learn help to prepare them to be ready for school and lay firm foundations for the future.

### **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>	EY355608
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	820910
<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>	26
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Jayne Michelle Heath
<b>Date of previous inspection</b>	05/12/2011
<b>Telephone number</b>	07704633438

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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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