

Schools Out Amberly Slope

Amberly Slope Primary School, Amberly Slope, Werrington, PETERBOROUGH, Cambridgeshire, PE4 6QG

Inspection date	24/03/2014
Previous inspection date	25/01/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are safeguarded and their welfare and well-being is promoted effectively as practitioners undertake regular training, are vigilant, deployed very effectively and risk assessments ensure they play in a well-ordered, safe environment.
- Children are encouraged to be confident in their abilities and to have a go. This is because practitioners take time to talk meaningfully to children about what they can achieve.
- The provider has an excellent working relationship with children's parents. They provide support beyond expectations and offer outstanding practical support in respect of all areas of their children's development.
- Children enjoy excellent relationships with experienced and dedicated practitioners, who make their time at the club a home from home experience through relaxed, enjoyable conversations and exciting, challenging activities.
- Children develop an excellent understanding of how they are different from each other. This is because practitioners promote children's different cultural backgrounds and differing abilities in highly effective ways.
- Leadership and management of the club is exceptional. Rigorous monitoring of teaching ensures that children receive stimulating activities and progress rapidly in their learning. Robust links with the host school further support children to make excellent progress.

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 looked at areas of the club used by children and the indoor and outdoor learning environments.
- The inspector spoke with practitioners at convenient times during the inspection.
- The inspector looked at a range of documentation, including policies and procedures, registers, the club's self-evaluation and improvement plan and children's assessment records.
- The inspector observed children as they played and the quality of their interactions with practitioners.
- The inspector spoke to parents and carers to gain their views about the club.

Inspector

Deborah Hunt

Full report

Information about the setting

Schools Out Amberley Slope opened in 2001 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by a private company and operates from a mobile in the grounds of Werrington Primary School in Peterborough, Cambridgeshire. Children have use of the school playground and field for outdoor play, which are both enclosed. The club supports children with special educational needs and/or disabilities. There are currently 67 children on roll, seven of whom are in the early years age range. The club runs opens five days a week, from 8am to 8.45am and from 3pm to 6pm, during term times. It also operates during the school holidays subject to demand. There are currently eight childcare practitioners who work directly with children. Of these, two practitioners have qualifications at level 3 and one holds a qualification at level 2. One practitioner is also working towards a level 2 qualification. The club receives support from the local authority and has completed their quality assurance scheme.

What the setting needs to do to improve further

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

- enhance the opportunities offered to children to experience sensory play further in the outdoor learning environment through activities linked to nature and the use of natural materials.

Inspection judgements

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

Children flourish at this exceptionally stimulating, inclusive club through activities that harness their interests and because practitioners value them as unique individuals. The educational programme offers children a breadth of experiences and opportunities that recognise their needs after a long school day. Activities are fun, the atmosphere is homely and relaxed and children are offered the freedom to choose what they would like to do and when. For example, children spill into the clubroom excitedly as they arrive, scattering in all directions after registration, as their eyes alight on the rich variety of activities available to them. Children gather round the bar football and snooker tables and explore the home corner. Others gravitate towards board games, art and craft activities and younger ones head straight for the dressing-up box and puppet theatre. Children receive excellent support in all areas of learning, but particularly in their personal, social and emotional development. For example, practitioners teach them to consider how their actions make others feel as they study the Muslim faith to help them understand why some children do not eat certain foods. The lively conversation that surrounds this topic builds friendships, breaks down barriers and helps children value and respect one another. Practitioners have high expectations of themselves and children, who are motivated, eager

to join in and supportive of one another. Children with special educational needs and/or disabilities are superbly integrated and extensive steps are taken to meet their individual needs. For example, sign reading books are available to help children learn to communicate with those who cannot hear. Children in the early years age range are sensitively supported as practitioners include them in activities at their own level. For example, children enthusiastically make their own books and animatedly discuss the contents. A practitioner spots a young child hovering nearby, watching. She welcomes them into the activity, making a space at the table and explaining what everyone is doing. She supports them as they create their own book about dinosaurs. Work with these young children is supported by precise, informative observations carried out by their key person. These form part of their learning journals and assessments are shared with parents and the school reception teacher regularly. This means children's learning is very consistently supported.

All children benefit from an exceptional range of toys and activities. This helps them develop confidence and self-assurance as they learn skills for the next stage in their learning. Children learn about the world as they search for bugs outdoors and create their own insects, which hang suspended from the ceiling. The ceiling itself is one massive work of art created by children over the years and is covered with mobiles, paper mache models and other artwork. This helps children 'own' the space and feel they are in a child-led environment. They learn about world cultures and different traditions, as they study Chinese New Year and make their own 'bottle vases', which they carefully decorate for Mother's Day. Practitioners show the careful thought put into planning as they provide fresh daffodils for children to add. Children concentrate deeply as they create designs for their Mother's Day cards using an extensive range of craft supplies. Practitioners offer support where needed, but otherwise leave children in peace to think and design what their mums would love best. Children love to use the 'quiet room', which is set out to replicate a lounge at home. The colourful walls are decorated with famous cartoon characters and children relax on comfortable settees as they watch football on the television. They lounge on comfy chairs and select books from the shelves alongside them, reading them to themselves and each other. Others lose themselves for their allotted 10 minutes on the various computer games and some children are energetically active as they move their bodies on the dance mat. Children freely move between the inside and outdoor areas, popping back in for a drink or to tell a friend or practitioner that they have walked on stilts or won their tennis game. When they do eventually come back inside, they call out 'happy, happy happy' as they tumble in through the door, rosy cheeked and smiling. Children group round activities sharing time with their friends and practitioners, discussing their day and ways to extend and develop what they are doing. In another part of the room, a child and practitioner sit together quietly enjoying a card number game. Children learn about shape and dimension as they build towers and discuss which is higher and grapple with the challenge of constructing a three dimensional diamond shape. They count and estimate, re-construct and measure as they work out where the next brick needs to go. Children's language skills are exemplary because practitioners take time to talk with children about all sorts of topics, including news items. They sing spontaneously together as children pretend to be opera singers and a child sings 'don't sit under the apple tree with anyone else but me' to a practitioner and a friend. Children report they are extremely happy to be at the club because they 'love being here, its great fun!'

Through practitioners close partnership working with parents, children make excellent progress in their learning and development. Parents receive excellent, practical support. They learn about their children's stage of development by borrowing books and through helpful discussions with key persons. Practitioners lend them dressing-up resources for school activities, such as a Victorian costume or a character for World Book Day. They are, therefore, effectively involved in their child's learning.

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

Children are relaxed, happy and very much at home in the club. This is immediately apparent in the excellent, warm, friendly interactions with both practitioners and their peers. Older children are demonstrably caring and solicitous of their younger contemporaries. For example, they help them create the curly bows they decorate their mother's day gifts with. The secure, trusting relationships that exist between children and practitioners are evident through the easy, often humorous conversations that can be heard. Each child has their own individual notebook in which they can record their own thoughts and ideas. This is stored in the individual tray each child has for personal belongings and artwork. Children have an exceptional range of stimulating, educational toys to choose from, which they access independently from the bank of open shelves along one wall of the playroom. Other resources can also be requested, which practitioners happily fetch, such as during outdoor play as children choose items from the storage shed. Children are inventive in the use of the equipment and will suggest their own ideas. For example, children comment on the attractive butterfly mobiles made by other children and ask to do their own. Practitioners gather the required resources and children discuss what colours and patterns they will use. Children, therefore, display the characteristics of effective learning.

Children's behaviour is exceptionally good. They are involved in the setting of club rules and children can be seen reminding one another of these to help them behave. They understand that different behaviours are appropriate at different times, for example, in the quiet room and outdoors. The experienced team encourage children to talk about their feelings and school day and skilfully help them feel better even if they have had a bad day. They provide much additional support to children and their families and each younger child has a trusted key person in whom they know they confide. Consequently, children learn to think positively. They gain an understanding of how to keep themselves safe as they discuss how to use the trim trail in the school playground. Children's safety is an extremely high priority for the owner. She carries out thorough risk assessments and revisits them making any necessary changes. Thorough arrangements to gather information about children's care needs further ensure their safety and welfare. Medical and dietary needs are discussed and accident reporting is thorough and shared with parents on the same day.

Practitioners support children to make healthy choices in the foods they eat. At snack time after school they are offered three choices from the wide selection of foods available and children know they are allowed one sweet choice. Children discuss this among themselves, all telling each other they can 'only have one helping of chocolate spread'. They create

their own healthy snack chart and younger or less able children use this visual aid to support the understanding. Children are offered some growing activities as they 'plant' a runner bean in a cup and line them up on the windowsill where it is light. They have a competition to see whose bean grows fastest and reaches over the top of the cup. A child exclaims to a practitioner 'look, mine's shooting; it's the biggest so far!' Children also have use of two raised beds in the school garden where they grow some foods when the school are not using them. However, use is not currently made of an area of ground to the side of the mobile which lessens opportunities for children to experience other sensory activities. Hygiene is superbly promoted with in the club and as children enter, they automatically wash their hands without reminders before going to prepare their snack. Such lessons support their future skills and are learned with a dose of good humour injected. There is much laughter throughout the club. Children, therefore, learn about how to lead a healthy lifestyle and learn that life is more fun when it is approached with a positive attitude.

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

The inspection was brought forward following a notification from the provider regarding an incident where a child was not present for a period of time at the club. Following the incident the provider has reviewed and implemented robust procedures to ensure children's ongoing safety and that the revised system has been operating since the day following the incident. The revised policies and procedures have been revisited with all practitioners; arrangements for supervision have been comprehensively revisited and revised; safety is paramount and procedures are in place to ensure children are kept safe at all times; risk assessments continue to be thorough and are checked for any emerging patterns or issues; records and information have been revised and shared with parents and the school. The measures taken safeguard and protect children to the usual very high standard that the provider has always previously maintained. The provider demonstrates her exceptional organisational skills through meticulous record keeping and clear, comprehensive policies and procedures. Her rigorous approach to safeguarding is evident through a number of measures. For example, stringent recruitment and vetting procedures ensure that practitioners are suitable to work with children. All practitioners' are clear about the procedure for reporting concerns and demonstrate a clear understanding of the wider safeguarding agenda. The provider is an exceptional leader and cares deeply about her experienced, knowledgeable team. She carries out her responsibilities thoroughly ensuring all practitioners undergo an extensive induction programme. Supervision and appraisals are securely embedded within practice to ensure highly effective monitoring of practice. This means children play and are cared for in a safe, secure environment.

The provider and practitioners work highly effectively together to offer children an outstanding educational programme. Key persons working with the youngest children have an excellent understanding of how they learn and develop. Activities planned offer differentiation, enabling all children to join in and practitioners skilfully support children to work at their own individual level. Through meaningful, frequent communication with

practitioners, parents and other partners, the provider collects views and comments which support the targeted implementation of improvements. Children are her strongest critics, always letting her know when there is something they would like or need. They have an equal voice which is evident in the improvement process. The provider wants children to enjoy their experience with her and the continual open dialogue ensures they are meaningfully involved in achieving this aim. Children, therefore, successfully feel the setting belongs to them. The provider demonstrates through her excellent self-evaluation and resulting improvement plans that she is always seeking to improve the club for children. The recommendations from the last inspection have been implemented and further improved upon, demonstrating the provider's commitment to the provision of the highest quality care and learning for children in her care.

The provider and her team work extremely closely with the host school to meet the learning and development needs of children. They also implement excellent partnership working with other support networks when children have particular individual needs. This means that all children receive excellent, beneficial support. Parents' comments indicate that they are extremely happy with the setting. They say that the club offers children 'lovely activities' where they 'have super fun' and 'are always happy to come'. Parents are deeply appreciative of the support offered to children and the progress they make. One parent comments that they would happily recommend the club 'in a heartbeat' saying they are 'brilliant!'

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	260886
Local authority	Peterborough
Inspection number	942545
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	67
Name of provider	Karen Woodham
Date of previous inspection	25/01/2010
Telephone number	079466 54042

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Type of provision

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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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