

Locking Stumps Lynx Club

Locking Stumps Community Primary School, Glover Road, Birchwood, Warrington, WA3 7PH

Inspection date

15/04/2014

Previous inspection date

01/10/2009

The quality and standards of the early years provision

This inspection:

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 caring and enthusiastic staff team ensure that children develop good relationships with them and other children. They create a relaxed and secure environment that actively supports children's play and learning. Consequently, children are happy and settled in the club.
- Staff have a good understanding of how children learn through play. They enable children to choose from a wide range of resources and activities on offer. Children are confident and make good progress in their development.
- The comprehensive policies for safeguarding are fully understood and implemented by all staff. Staff are vigilant about children's safety and are calm and consistent with children. This effectively promotes children's well-being.
- Partnerships with parents and local agencies are strong. This helps the provider to evaluate their service and plan for further improvements.

It is not yet outstanding because

- There is scope to build on the good practice already established by encouraging staff to share their professional skills and knowledge to promote the very highest quality practice.

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 activities in the main hall and the outdoor areas.
- The inspector held meetings with the manager and provider and had discussions with staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation documentation.
- The inspector took account of the views of parents and children talked to on the day and in the club's feedback.
- The inspector conducted a joint observation with the manager.

Inspector

Mary Wignall

Full report

Information about the setting

Locking Stumps Lynx Club was registered in 2007 and is privately owned. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from four rooms within Locking Stumps Community Primary School in Birchwood, Warrington and has access to a playground and a playing field. Children mainly from the host school attend. It opens each week day during term time, from 7.15am to 8.45am and from 3.15pm to 6pm. The club also operates Monday to Friday, during school holidays from 7.15am to 6pm for except the Christmas holidays and the last two weeks in August. Children attend for a variety of sessions. They are cared for on the school site and have access to an enclosed outdoor play area. There are currently 63 children on roll in the early years age range. The club supports children with special educational needs and/or disabilities. There are currently five staff work within the club and of these four hold an appropriate early years qualification. 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:

- enhance the use of peer observations to build on the good systems already established in order to further strengthen staff's knowledge and professional skills.

Inspection judgements

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

Children play with great enthusiasm and imagination as staff plan a rich and stimulating play and learning environment for all children. Staff are enthusiastic and skilled in letting children develop their own ideas and supporting them sensitively in play. This motivates and engages children in play and learning. Staff use a range of effective teaching techniques as they ask open questions, encourage children to think for themselves and show children how to achieve different effects in craft activities. The key person system ensures all children in the early years age group are well-known and supported by all staff. Clear planning procedures are in place for all children in the club with additional planning and observations made for children in the early years. The planning is clearly linked to the different areas of learning and the different types of play. Weekly planning sessions involve all staff and children. The written plans are implemented flexibly and are particularly useful to help ensure that all staff know how to make the most of each child's play and learning opportunities. Staff regularly assess and monitor children's development to help identify any gaps where they may need support. Assessments are shared with parents regularly to help keep them fully informed. As a result, all children are making good progress given their individual starting points.

Children have good opportunities to practise and develop their good communication skills. Staff encourage children to talk. They are interested and ask children to explain what they are making or where they have been. They speak clearly to children and use a wide range of vocabulary. They use good teaching techniques to encourage them to listen. For instance, to gain their attention as they excitedly get ready for a local trip out, they ask children what makes good listeners. They point to their ears to reinforce their learning. Later, when children hear birds singing, they listen with eagerness as they try to describe what it sounds like. Staff regularly ask children open-ended questions. Children relish the opportunity to talk and share their knowledge and develop good speaking skills as they do. They confidentially go to staff to share their ideas. They eagerly describe how they have made pictures using real flowers and natural materials. Children readily write their name on art and craft work demonstrating a good attitude to and understanding of writing. They happily sit and read books independently as well as enjoying story telling sessions with staff.

Staff offer children good role models as they count naturally in play and everyday activities. They count the number of times they have hit the ball in a game of outdoor table tennis. They effectively promote children's interest in the natural world as they pick flowers and blow their seeds into the air. They talk about the different parts of the plant and the different names they can be called. In craft activities staff show children how to obtain the effect they want to achieve with card and paper. They take time to show children how to hold and fold the paper and encourage them to think about where to put the glue and how much to use. Children develop their own craft projects with enthusiasm and skill. They use computer games with skill and responsibility. They help each other when needed and understand the benefits of trying other activities on offer. As a result, children are developing a wide range of skills to support their next stage of learning.

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

Staff plan carefully to help children form good relationships with staff and other children in the club. They have clear procedures to introduce new children and parents. The key person system and close staff team means that all staff know children well. This helps to provide reassurance for children and helps them to develop a strong sense of belonging. Clear strategies, such as, a children's council, helps children of different ages to talk and get to know each other. This creates a welcoming, inclusive play environment in which children play cooperatively and show respect for others. For instance, in deciding how to manage access to the club's computer games, the children decide to have a rota system. This helps demonstrate how children negotiate and take turns. They subsequently refine the arrangements to ensure that where games require two players children play with a range of different children. Children eagerly implement their own plans, negotiating confidently with each other and staff. Older children are a good example to younger children as they learn how to respect the feelings and needs of others. This results in them developing good social skills and good emotional awareness in readiness for starting in school or mixing with other groups of children.

Children are highly motivated to develop their physical skills. They make full use of the outdoor space and play equipment. For instance, children eagerly roll down the hillside.

They enjoy the thrill and the speed as they roll. They are skilfully supported by staff who know when to intervene and when to carefully support children's sense of adventure. Consequently, children learn to take safe risks as they explore and extend their physical skills. Staff teach children about safety as they ask them what they need to do to stay safe. For instance, they ask children why they need to walk on the path and what possible consequences there may be if they wander away from it. This skilful interaction instils understanding and encourages them to take responsibility for their own safety in a positive and healthy manner. Children have a healthy attitude to fresh air and exercise and automatically follow good hygiene routines by washing their hands before eating and promoting a healthy lifestyle.

Children play with great imagination and expression. Staff provide a range of open-ended resources they can use and play with in different ways. For instance, two children use a piece of cloth to put over themselves as they hold on to each other and parade as a horse. Later the cloth is cape as a young child walks regally around the room with pride and great satisfaction. Staff give time for children to develop their own games. For instance, later in the session as music is played quietly in the background, a young child hears the music and notices their shadow on the wall. They soon choreograph a fun dance to watch their shadow twist and move on the wall in front of them.

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

The provider and staff have a secure understanding of safeguarding issues. The club has a range of safeguarding policies and procedures to help ensure that children are appropriately protected. Staff are supported by a lead officer who regularly updates their knowledge. Robust recruitment procedures ensure all staff are suitability vetted. The provider liaises with the school on site and the local authority to ensure recruitment procedures are robust and in keeping with good practice guidance. Induction and appraisals procedures are used to help monitor the continued suitability of staff. Regular staff meetings and clear communication between staff result in a close and effective staff team. Consequently, children are supported well to make good progress in their learning and development through play.

The provider has worked closely with the local authority since the last inspection to develop the quality of the provision. Staff have attended training sessions on planning for children's learning and developing an effective environment for play. The training has inspired the provider and staff who implement improved planning and monitoring procedures with passion. The provider works alongside staff in sessions and offers staff ongoing support and training. They have also introduced a qualified Early Years Coordinator. This has increased the range of support for staff and provides closer monitoring of the quality of teaching and learning. Regular staff meetings and staff appraisals give the provider an accurate picture of staff performance and helps them to identify further staff training needs. New ways to support staff are regularly introduced. For instance, in addition to a coordinator for children in the early age group, further coordinators are planned for older children. This is to help ensure that all children are happy and are benefitting from attending the club. The provider encourages staff to share

their knowledge and skills. They have begun to introduce peer observations to help staff share good practice. However, these are yet to be used consistently to further challenge and improve practice.

The provider's well-established relationship with the local authority helps her to evaluate and support the professional development of staff. Relationships with other settings on site, including the school, are used to share good practice. For instance, the provider has shared how staff use visual timetables for children with special educational needs and/or disabilities. This helps them offer consistent experiences for all children. Good partnerships with parents means that parents feel confident to share their comments about the club. This is done through regular feedback with staff and more formal questionnaires. This helps drive continuous improvement. The club also seeks and acts on children's views. A children's council for children to share their comments and ideas has been developed. This has been effective in agreeing rules for the use of the computer games and gives children an effective voice in the running of 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	EY360080
Local authority	Warrington
Inspection number	878431
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	63
Name of provider	Nicola Anne Burke
Date of previous inspection	01/10/2009
Telephone number	01925 819076

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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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