

Linden Stay and Play Club

LOSTOCK HALL COMMUNITY PRIMARY SCHOOL, Linden Drive, Preston, PR5 5AS

Inspection date

Previous inspection date

03/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 good links with the host school, for example, they regularly exchange information that can be used to meet the needs of the children. Activities complement the learning in the school in which children spend most of their time.
- Relationships between staff and children are relaxed, positive and supportive. Consequently, children are able to feel safe, confident and settled at the club. They demonstrate good behaviour and play well together.
- The positive focus on children's safety through good daily routines, risks being assessed and including children in managing their own behaviour means that they are protected and safeguarded.
- Children benefit from time and space to enjoy energetic play daily. They know the importance of physical exercise and a healthy diet in maintaining a healthy lifestyle.
- Children are at the heart of all planning. Staff purposefully plan fun activities and make good use of spontaneous opportunities to promote each child's learning.

It is not yet outstanding because

- Children's independence skills are not fully enhanced as staff complete some basic tasks for them, such as pouring drinks and preparing all the snacks.
- The varied and fun environment does not readily include a wide range of accessible books to support children's love for books.

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 two main rooms and outside area.
- The inspector spoke with the manager, staff and children at appropriate times throughout the observations.
- The inspector checked evidence of staff's suitability to work with children, the provider's self-evaluation form and a self-identified development plan.
- The inspector looked at children's observation booklets, planning documentation and a range of other records, policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Kathy Leatherbarrow

Full report

Information about the setting

Linden Stay and Play Club was registered again in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. This was due to the club becoming a limited company. The club is situated in the information and communication technology suite and community room, with a purpose-built kitchen, within the Linden Community Primary School, Lostock, Preston. The out of school provision serves the school and is accessible to all children. The out of school provision opens Monday to Friday, all year round. Breakfast club runs from 7.45am until 8.55am and after school from 3.15pm until 5.30pm. The club provides holiday care from 8.30am until 5.30pm during school holidays. There are currently 60 children on roll, of whom 11 are within the early years age range. Six members of staff, including the manager, work directly with the children. Four hold appropriate qualifications at level 3 or above and two are unqualified.

What the setting needs to do to improve further

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

- strengthen children's independence skills by allowing them to complete tasks for themselves, such as pouring drinks and assist with the preparation of snacks
- provide an accessible range of books for children to support their literacy development.

Inspection judgements

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

The professional and dedicated manager and staff provide good quality childcare. Children readily come into the club during the holidays and after their day at school. The familiar welcoming environment means that children enjoy the social occasion, talking about what activities they are doing during the holidays and what they have done during their school day. Younger children delight in talking about what physical exercise they have taken part in and holidays that they have recently been on. Children learn to wait their turn and develop their speaking and listening skills, as they respond only when other children have finished talking.

The effective organisation of the resources and the discussion of the activities enables children to make choices and decide their own play. For example, children make hanging mobile dragons, play board games and enjoy a range of different technology before accessing the outside area. Although, children talk about their love of stories and books, the books are not readily accessible as they are locked away in the library, therefore, do not support children's literacy development. Staff effectively support children in play, for

example, younger children take a great interest in the large puddle that formed in the playground and staff effectively encourage them to use this in play. This results in the children racing boats across the puddle while using mathematical language as they talking about distance and speed.

There are good systems in place for complementing the learning and development provided in the children's school. Staff work well with the school to effectively guide planning for any areas that may need addressing, such as opportunities to practise handwriting or using scissors. These procedures ensure children's care and education are supported across both settings. Parents are invited into the club to complete the registration details and the 'all about me' booklets on their child. This provides a good starting point and covers the child's likes and dislikes and necessary personal details. Staff have a secure understanding of the Early Years Foundation Stage and the seven areas of learning.

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

Through the welcoming environment and the warm greeting from staff, children feel valued and have a sense of belonging in the safe and secure club. This promotes a caring atmosphere where they feel confident to make requests, for example, to have another snack and to change resources. They also seek staff when wanting comfort or to assist in a dispute.

Behaviour is managed well through a consistent approach and including them to create realistic club rules. As a result, children understand what is expected of them as they respond to the requests from staff. They demonstrate their sense of humour as they laugh and joke together. Staff listen and praise children at all times, resulting in their self-esteem being effectively promoted. Children of all ages mix well together as they learn to cooperate and older children show care and compassion towards younger children. For example, older children rally round to comfort a younger child whom has broken a beaded bracelet. This results in older children requesting the beads from staff, in order to make the child another one. They are very independent as would be expected of children of school age. They manage their own personal needs, such as taking off their jumpers and cardigans and hanging them up and going off to play. However, staff members complete some tasks for them at snack and mealtimes, such as pouring drinks and the preparing of snacks. This limits children's opportunity to develop their self-help skills. Children are learning to be safe as they are reminded not to run, to ask politely and to tell staff if they are leaving the room to use the bathroom facilities.

Children follow hygienic procedures as they routinely wash their hands before touching any food and regularly help themselves to tissues. They are aware of the importance of food, helping them to grow and eating together is a happy, social experience. Snacks are well balanced and nutritious. Children enjoy healthy fresh foods within their packed lunches during the holiday club. They have good opportunities to use the outdoor area on a daily basis as they develop their physical skills and to work off their excess energy. They play football, ride scooters and trikes along paths, engage in imaginary play on large apparatus and try new skills, such as tennis.

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

The manager and staff team have a clear vision that the club should be a place where every child has the opportunity to be supported and have fun. The manager has a clear understanding of her role in regard to the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff performance is monitored through observations of their practice and regular team meetings where all aspects of the club are discussed. Training is encouraged and all staff are required to complete and renew regular safeguarding and first-aid certificates.

The manager has a strong commitment to continuous improvement. Priorities for development are regularly discussed, parents and children are consulted and changes are implemented. Self-evaluation is in-line with that of the school and there are clear priorities to support children's achievements over time. Children freely voice their opinions about the club and share their thoughts and feelings, including what they would like to see change. Staff purposefully seek children's views on a weekly basis to inform the following week's planning. Staff are effective in their response to children's comments and act on them quickly, such as providing activities and resources to build on their interests of being 'private detectives'.

Children are effectively safeguarded through appropriate recruitment processes and staff are fully aware of their role to protect children in the case of abuse. They are confident who to report to and all details are within the comprehensive safeguarding policy and the displayed flow charts of whom to contact. All staff are vetted and have suitable qualifications to support young children's developing needs. Parents are consulted when their child starts at the setting and they can make their contributions through the daily discussions at their child's collection time. The majority of the staff work in the host school. This ensures strong links are made with the school. The setting acts as a link between school and home for some children. This means that a consistent approach to the child's care is in place.

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	EY470364
Local authority	Lancashire
Inspection number	946770
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	60
Name of provider	Linden Stay and Play Club
Date of previous inspection	not applicable
Telephone number	01772338289

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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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