

Chums

St Leonard's C of E Primary School, Whalley Road, Blackburn, BB6 8AB

Inspection date

Previous inspection date

18/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

- Staff are skilled at teaching through play and work in close partnership with key people at the school to complement children's learning. As a result, the educational programme is exceptionally well planned by skilled and knowledgeable staff.
- Children thoroughly enjoy their time at the club. They are well cared for and their emotional well-being and healthy lifestyles are effectively promoted. Consequently, they behave very well, eat healthily and feel safe and secure.
- Highly effective partnerships with the host school and parents provide a thoroughly united approach to meeting individual children's needs, extending their learning and helping them to develop a vast range of relevant skills for the future.
- Staff give the highest priority to ensure that all children are safeguarded. They are fully aware of their individual responsibilities to protect children from harm.
- The club's realistic evaluation system identifies targets for future development and ensures that the club continues to provide superb quality care for all the children.
- Staff are highly motivated and work very effectively as a team, using their wealth of individual skills and interests to provide children with an exceptional range of activities and experiences.
- Children show high levels of and confidence in social situations and they are developing an excellent understanding of how to manage risks and challenges relative to their age.

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 school hall and outdoor areas.
- The inspector held meetings with the manager, nominated person and members of staff.
- The inspector talked with children present.
- The inspector looked at assessment information, planning documentation, evidence of suitability of staff working within the club and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Linda Shore

Full report

Information about the setting

Chums was registered again in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The out of school club is situated within St Leonards Church of England School, Langho, Lancashire and it is managed by Community Council of Lancashire. The club serves the host school and it is accessible to all children. It operates from the main hall, library, information highway, kitchen and a classroom. There are enclosed areas available for outdoor play, including all school play areas and the woodland. The club employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 to level 6. The club opens Monday to Friday, 7.30am until 9am for breakfast club and from 3.30pm until 6pm for the after school club, during term time. Additionally, the club operates a holiday club from 8am until 5.30pm during school holidays. There are currently 104 children attending, of these eight are in the early years age group.

What the setting needs to do to improve further

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

- enhance staff's professional development to benefit all children even more, by providing opportunities for staff to share their own unique talents. For example, by introducing peer observations as part of the excellent monitoring of staff practice.

Inspection judgements

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

Staff have an excellent understanding of the Early Years Foundation Stage and how activities support children's learning and development. They have a clear understanding of how children learn through play. Staff appreciate that children have a challenging day at school and provide activities that enable them to have fun and relax as well as support their learning effectively. Children's progress towards the early learning goals is supported through the exciting, stimulating arrangement of activities provided. The club works very closely with the Early Years Foundation Stage coordinator in the school. Several staff work in school through the day and the manager works directly with the early years children in the foundation unit. Staff have an excellent knowledge of children's interests and development needs. Consequently, children's experiences in the after school club enhances and complements their learning in school extremely well. Staff effectively deploy themselves throughout the club, so that all the children are kept safe, while being supported in their play to enhance their learning experience. Children are actively involved in the exciting atmosphere because they are keen, active learners. For example, children learn how to create hammocks from fabrics in the playground and then use these to relax or incorporate them into role-play games. Staff act as excellent role models as they show them how to complete the activity, while supporting children to investigate and test their

attempts for themselves. Staff also maintain their motivation to keep trying by praising their efforts.

Children have the opportunity to take part in an exceptional range of activities. These are meticulously planned and take account of all children's interests. Children contribute their ideas at regular planning sessions and staff nominate themselves to take responsibility for leading and facilitating each weekly theme. Staff are enthusiastic about the experiences that they provide for children and use extremely good teaching techniques, which they tailor according to the age and stage of children's development. The rich, varied and imaginative programme of activities is expertly supported by a staff team who use all of their many individual talents and interests to inspire children. Children spend large amounts of time outdoors in any weather. Imaginative activities, such as 'the door to another world' and 'location, location' take place in the woodlands, inspiring children to explore and investigate the world they live in. Physical development is nurtured through the many active pursuits available, such as football, tyre trails and nature trails in the excellent school playground, sports field and woodland. Children also access the library where they can relax with a book and chat with friends. In the computer suite, children use their excellent information and communication technology skills to produce a high quality promotional clip for new parents. Activities, resources and staff support, closely matches children's current interests and learning needs. Also teaching is excellent. Consequently, children are highly motivated learners who engage exceptionally well.

Observations and assessments of children are clear, precise, frequent and sharply focused. Staff accurately identify children's interests, which enables them to focus on individual children's learning needs and plan for their progression. This links seamlessly to children's Early Years Foundation Stage assessment in school and is used to enhance all aspects of learning across the school and the after school club. Information about children's interests and individual needs, gathered by staff from parents at initial visits, ensures staff can build on what children already know and can do. There is a daily verbal two-way exchange of information between parents, staff and teachers. All of this information is used exceptionally well to ensure that children's individual needs are met and that they are rested and well prepared for school the next day.

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

Staff provide a nurturing environment that inspires a kind and respectful atmosphere in the club. Children's personal, social and emotional skills develop as they play happily together and form strong friendships across all age groups. As a result, children take great care of one another. Staff are extremely warm and sensitive to the children who they support. A highly effective key-person system enables children to settle quickly and gain confidence as they eagerly explore and investigate. The implementation of very effective procedures and skilled staff ensure that children are extremely well prepared for the next steps in their learning.

Children behave exceptionally well as staff have high expectations and clear boundaries in place. Positive behaviour is encouraged extremely well through consistent praise. Any unwanted behaviour is discussed with children in age and developmentally appropriate

language. Children have an excellent understanding of acceptable behaviour and this consistent approach creates a harmonious environment in which they thrive. Children also learn about keeping themselves safe very effectively. For example, they practise the fire drill regularly, so they can respond correctly in a real emergency. They also have opportunities to climb trees and test out the hammocks they create to see if it will take their weight. This heightens their ability to assess risks to themselves and others, providing them with invaluable skills for life. Children demonstrate that they are independent and are fully aware of the routine of the club. When they arrive, they hang up their own coat and store their bags securely and confidently.

Staff promote good health very well through meticulous hygiene procedures. Children have an enhanced understanding of healthy practices and wash their hands before eating indoors or outdoors, confidently explaining how this helps to keep them healthy. They are confident in managing their own needs and accessing the facilities independently. Children thoroughly enjoy meal and snack time as they sit together and socialise while eating. Healthy lifestyles are promoted through a range of tasty foods, such as crackers, sandwiches, fruit, milk and water. Children make independent choices as they frequently make their own wraps by choosing from a selection of healthy fillings. They have the opportunity to return to the table for snacks if they are still hungry, which teaches them to identify and respond to the needs of their own body. Children have access to the outdoor play areas to enable them to enjoy exercise and fresh air, which further promotes their understanding of a healthy lifestyle. This all means that children are exceptionally well prepared socially, emotionally and physically with lifelong skills to progress through their future learning.

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

The manager and staff have an excellent understanding of their responsibility to meet the requirements of the Early Years Foundation Stage. The safeguarding of children is given high priority. Extremely robust procedures and staff vigilance protect all children. Staff have received training on how to safeguard children and they have a detailed knowledge of their responsibilities and the procedures to follow should they have a concern about a child. Staff are supported by a comprehensive and up-to-date safeguarding policy, in addition to further thorough policies and procedures that effectively underpin practice at the club. All staff are clear about their fundamental role to protect children and they take swift action to minimise any potential hazards, ensuring children are safe in the club. For example, risk assessments cover all areas children have access to and staff are vigilant to ensure children's ongoing safety during the session. In addition, a suitable number of staff are trained in paediatric first aid. These practices promote the ongoing safe management of the club and children's well-being.

Highly robust procedures are in place for employing staff and checking their suitability to work with children. All staff have their previous employment history and references checked thoroughly. Staff records are securely stored on site and are only accessible to authorised members of staff, to maintain confidentiality. Regular reviews of staff practice, professional development, training and targets for improved performance ensures that the

manager very effectively monitors staff's continued suitability. For example, staff have regular meetings and undergo staff appraisals to identify areas for continuous professional development. Sharply focussed targets ensure staff continue to progress and remain highly motivated. Staff are observed by the management team to ensure their practice is of high quality at all times. However, there is some scope to enhance this excellent process even further. For example, by using peer observation to enable the whole team to identify the strengths and weaknesses of each other's practice.

There is a solid partnership in place between staff, the school and parents. This ensures that any interventions needed can be secured and children receive the support they need. Parents have easy access to a broad range of organisational policies and procedures, including information about what to do and who to contact if they have any concerns. As a result, staff at the club promote a seamless approach to delivering the Early Years Foundation Stage. Parents demonstrate that they appreciate the staff's work and dedication as they comment, 'I always know how my child is doing through the discussions we have every day and the close work they do with the school teachers', 'the children love the extra activities and playing with the older children'. Self-evaluation shows rigorous monitoring of the effectiveness of the club and feedback from parents, staff and children helps to drive further improvement. There is a well-targeted and ongoing desire to maintain the highest standards at the club. This assists in the building of a secure staff team who share their ideas, to ensure that an extremely high standard of care and learning is provided.

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	EY472932
Local authority	Lancashire
Inspection number	949152
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	104
Name of provider	Community Council of Lancashire
Date of previous inspection	not applicable
Telephone number	07763411781

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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