

School's Out @ Worthington Primary School

WORTHINGTON PRIMARY SCHOOL, Worthington Road, Sale, M33 2JJ

Inspection date	25/06/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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 a good understanding of how to manage any safeguarding concerns they may have about children. There are effective measures in place to support children's safety.
- Staff, managers and the owners have a very good knowledge of how to provide interesting activities in order to support children's progress through play.
- The needs, views and preferences of children are central to the planning for their play and learning. Children are therefore motivated and well-behaved.
- Partnership working with the host school is effective to support children's needs. Parents are kept very informed about their children's well-being and progress.
- There are effective methods to drive continual improvement of the setting and to enable staff to develop their professional skills and knowledge in order to provide for children's care and play.

It is not yet outstanding because

- There is scope to enhance the ways in which children develop an awareness of methods of communication, such as musical notation, braille and sign language, as well as the written forms of other languages.

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 toured the rooms used by the setting.
- The inspector observed activities indoors and outside, and also viewed toys, resources and equipment.
- Documents related to planning and observation of children's learning, as well as for supporting their welfare, were examined on the day of the inspection. This also included documents relating to staff suitability.
- Discussions were held with the manager and company quality team staff, along with the host school headteacher and two foundation stage teachers. The inspector also spoke to members of staff in the setting.
- A joint observation was carried out by the inspector and the manager.
- The inspector also took account of the views of parents and children spoken to on the day.

Inspector

Jennifer Kennaugh

Full report

Information about the setting

School's Out @ Worthington Primary School is owned by a limited company. It was registered in 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is situated within the grounds of Worthington Primary School in Sale, Greater Manchester. The setting serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. The setting opens Monday to Friday, term time only, from 8am until 9am and 3.30pm until 6pm. The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. There are currently 23 children on roll, of whom five are in the early years age range, attending for a variety of sessions. The setting receives support and advice from the quality team of the owning limited company.

What the setting needs to do to improve further

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

- enhance the children's awareness of different forms of communication, such as scripts from other languages, braille, sign language and musical notation, in order to extend learning about diversity.

Inspection judgements

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

Staff make observations on children in order to assess their progress in learning by comparing their achievements with expected developmental milestones. They then use this information to plan inclusive activities based on children's observed needs and interests. For example, when staff notice that girls do not readily participate in the sports activities offered including football, they plan alternatives to gain their interest. As a result, girls participate enthusiastically in the planned obstacle race, which reinforces their whole-body coordination. The activity also inspires the girls to use the race equipment for subsequent imaginative play. This means that the staff planning also leads to a rich opportunity for the children to develop their cooperative and communication skills, as well as using what they know about space to be imaginative. The staff monitor the spread of observations, activities and planning across the areas of learning within the Early Years Foundation Stage, in order to ensure that a balanced programme is being provided for children's play. Regular discussion with foundation stage teachers in school enables the staff to pass on any observations they have made of children's interests and progress so that this can also be used by the school.

Children play cooperatively sharing gaming consoles, developing their understanding of information technology while enhancing their manipulative skills. They learn to take turns and also have opportunities for enhancing their thinking skills, as they try to overcome the

strategy and skill of others. Staff sit with children to provide practical support for them during creative activities such as making 'pan pipes' from drinking straws cut to varying lengths, planned as a result of children's interest in musical instruments. They also borrow a piano from school to keep in the room, for children to use in order to explore different sounds and rhythms. This means that children have good complementary experiences of music, to reinforce their learning in school. However, they do not display musical notation to spark children's interest in learning this as well as having practical experience of using the instrument. There is also scope to enhance the ways in which the setting raises children's awareness of other methods of communication, such as braille, sign language and the scripts or characters of other languages. Children have access to a broad range of resources for making marks, in order to support their development in creativity through drawing pictures and in literacy for writing. Staff encourage children playing with construction toys, such as wooden blocks to build imaginative designs, in order to extend their knowledge of shape and space. They ask children what they are building and why, so that children have opportunities to respond in full sentences, developing their communication skills. Children also play with the small interlocking bricks provided and bring their models for staff to admire. They develop their self-esteem as they show pride in their creations.

Staff plan activities with themes based on children's ideas and interests, as well as linking to themes the school are covering with children. For example, they plan a week where children participate in activities based on 'super heroes and princesses', such as making displays of castles, and baking cakes. Children are also encouraged to use the setting's dressing-up clothes or to bring in their own. This supports their imaginative play, and also their fine manipulative skills as they use fastenings, such as belts and buttons. Staff encourage children to make up short role-plays, so that they use their imaginations in order to produce a narrative of their ideas. This supports their ability to produce written work in literacy in school. Children also use construction materials in order to further supplement their imaginative play by using blocks and bricks to build castles and other buildings from fairy tales and films. Staff also respond to children's requests for more cooking activities by organising weeks where children make pizzas using a range of ingredients. This enables staff to provide opportunities for children to count and weigh the ingredients, as well as to learn about healthy eating. Staff help children to learn about a variety of events and festivals, such as Easter, Father's Day and Mother's Day. For example, they hold Easter egg hunts and children also make cards for their parents and/or carers. In order for parents to see the activities that their children have participated in during these weeks, staff make books with photographs and captions which are displayed in the setting. Children enjoy looking at these and showing them to their parents, which supports their parents' engagement with how their children spend their time in the setting.

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

The setting operates an effective key-person system to provide support for children's emotional well-being. Key persons speak to parents about children's welfare and activities when children are collected. Staff ensure that they draw parents' attention to any accident reports or notes from school, to keep them fully informed. The daily exchange of information between the host school and the setting is very thorough to support children's

well-being. The setting seeks detailed information from parents prior to children joining in order to provide very good support for children's well-being. Parents give permission regarding a wide range of matters, such as how the setting may use photographs of children. This helps to protect confidentiality in a way that suits the needs of children and their families. Children new to the setting are observed closely in order to meet their need for adult support while they settle in. This helps staff to reassure parents about their children's emotional well-being.

The security of the premises is effective to prevent unauthorised entry or exit. There is a password system in place to ensure that any other adults collecting children in an emergency are authorised to do so. The setting makes good use of necessary activities, such as practicing the fire drill to reinforce children's learning about other aspects of staying safe, including fire safety. Children's behaviour is very good because the setting uses reward schemes to reinforce the importance of using good manners and social skills. For example, children earn points to have a chance to have their preferred activities scheduled for future sessions. This is for both individual children and for the group as a whole. Consequently, children gain confidence from their individual success and also learn how to make a contribution to teamwork. Meal and snack times are used to develop children's self-help skills as they serve themselves and also clear away afterwards. Children have access to a suggestions box to ask for activities to be repeated or to request new ones. There is also a regular 'council' meeting so children are able to give their views. As a result, children help to drive the provision of activities, whilst developing their communication skills. Resources are highly accessible to children and the selection available supports all areas of learning. This means that children can make choices in their own play and develop their own ideas. The setting provides very good opportunities for children to enjoy outdoor play and exercise by having a wide range of resources, including access to the school's fixed play equipment. This enables children to develop their whole body coordination and learn about taking reasonable risk in play. Checks are made to the outdoor areas before children use them to support their safety. An area in the room by the book corner is equipped with comfortable cushions for those children who are tired and wish to rest after school or outdoor play.

Drinking water and fruit are available throughout the after school sessions for children to meet their own needs for snacks. The setting keeps up-to-date records regarding children's dietary needs in order to support their good health. Care is taken to ensure that children are always in the presence of at least one paediatric first aid trained member of staff and that a first aid kit is always available. Consequently, any emergencies can be dealt with correctly in order to protect children's well-being. All staff undertake first aid training as part of their professional development at induction in order to enhance the level of support available in the event of any accidents.

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

Staff have a very good understanding of how to report and manage any safeguarding concerns they may have regarding children and the setting has comprehensive policies and procedures to protect children's welfare. All documentation to support children's

welfare is thoroughly completed in order to support the safe and effective running of the setting. There are robust risk assessments, which are reviewed regularly, for the premises and all activities so that any risks to children are minimised. Daily checks are made of the premises indoors and outside to ensure that they are safe and fit for purpose. Correct staff ratios are maintained at all times, to enhance the support for children's care and play. Recruitment procedures are rigorous in order to ensure that the setting employs staff who are suitable and enthusiastic in their work with children. New staff are supported by thorough induction procedures and this means that children's well-being and progress is protected because staff are aware of the very high standards of practice expected from them.

There are opportunities for staff to share good practice with other settings owned by the limited company in order to support the drive for continual improvement. There is a comprehensive system of observations in order for staff to receive feedback from the company quality assurance staff which further enhances their practice. For example, targets are agreed regularly in order to help staff continually refine their practice. As a result, staff performance is well-managed so that they provide good quality care and activities for children. Robust monitoring is in place for the record-keeping regarding planning and observation for individual children's interests and progress so that these are effective in supporting their needs. Staff show a detailed knowledge and understanding of the needs of children in their key groups in order to support their progress through their interests. Partnership with the host school is already close, due to the frequent discussions to exchange information about children's progress with the early years foundation stage teachers. The setting also makes use of planning from the school's foundation stage for the themes and topics they are covering each term. As a result, both settings work effectively to complement children's learning.

Self-evaluation is purposeful and covers all areas of practice, using the Ofsted self-evaluation tool. Staff are encouraged to make contributions to this through meetings and during their individual supervisions. Parents are asked for their views regularly, using a variety of means in order to ensure that the setting meets the needs of children and the childcare requirements of families. The setting also produces a response letter to parents once their views have been gathered, so that parents can see how their views are used for continual improvement. Children's views are always given a high priority and the majority of the activities offered weekly are as a result of ascertaining their preferences. Overall, the leadership and management is good, demonstrating the long-standing experience of the parent company in developing new settings.

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	EY472763
Local authority	Trafford
Inspection number	949726
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	23
Name of provider	Elmscot Day Nursery Ltd
Date of previous inspection	not applicable
Telephone number	0161 9733504

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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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