

# Cool Kids Out of School Ltd

St John's Vicarage, Irlam Road, Urmston, MANCHESTER, M41 6AP

<b>Inspection date</b>	20/08/2014
Previous inspection date	30/07/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Staff provide a warm and friendly environment where children feel happy and settled. They have established effective partnerships with parents to support children in their learning and development.
- Children are well protected as the manager and staff have a clear knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage.
- The management team have plans in place to support children's achievements over time and improve the quality of the practice within the setting.

### It is not yet good because

- The key-person system does not fully ensure children's care is tailored to their individual needs.
- Staff do not effectively organise the outdoor environment to provide children with good quality learning experiences.
- Everyday activities, such as snack time, are not always used to provide opportunities for children to further develop their independence skills.

## 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 viewed all areas of the setting accessed by the children.
- The inspector observed play and learning opportunities for the children and spoke to staff members in the setting.
- The inspector carried out an interview with the provider and manager, and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers through written questionnaires.

## Inspector

Rachel Enright

## Full report

### Information about the setting

Cool Kids Out of School Ltd was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of three out of school provisions run by Cool Kids Out of School Limited. The setting is situated in the Urmston area of Manchester. It serves the local area and is accessible to all children. There is access to an enclosed outdoor play area. The setting employs 10 members of childcare staff, eight of whom hold appropriate early years qualifications at level 2 or above. The setting opens Monday to Friday, from 8am until 6pm, during school holidays, apart from over the Christmas period. Children attend for a variety of sessions. There are currently 18 children on roll, three of whom are in the early years age group. The setting receives support from the local authority.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the key-person system to ensure children's care is fully tailored to their individual needs and their emotional well-being is promoted.

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

- enhance provision in the outdoor area by ensuring staff organise the environment effectively to provide children with good quality learning experiences
- encourage children to further develop their independence skills during snack times, for example, by allowing them to pour their own drinks.

## Inspection judgements

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

The quality of teaching is satisfactory as staff have a sound understanding of how to promote children's learning and development. Staff provide the children with a suitable range of fun and interesting activities across all seven areas of learning. Children are continually asked what they would like to do during the session to make sure they feel valued and respected. This means children are mainly engaged, motivated and show some levels of concentration throughout their play. As a result, they make steady progress overall in their learning and development from their starting points. Staff complete regular summary reports for the children to recognise their achievements and identify the next steps in their learning. This information is also used to track the children's progress and

support future planning. Parents are kept reasonably informed as staff provide them with a plan of activities before the setting opens during the holiday period. This is further promoted as parents receive verbal feedback at the end of each session. Staff have established links with the local primary schools in the area, which ensures a consistent and complementary approach.

The setting is suitably resourced and children have access to an appropriate range of toys and equipment to support their learning and development. Staff develop children's communication and language skills as they talk to the children as they play and offer clear explanations during their activities. Consequently, children are becoming confident and comfortable to communicate with their peers. Staff encourage children to recognise and meet their own personal needs by providing times to be restful and active. Children have reasonable opportunities to play with a variety of different materials, such as coloured pens, pencils and paint, to develop their early writing skills. They enjoy being creative as they make dolls using wooden pegs and create different patterns using wool. Staff support children's mathematical development as they fill and empty containers during water play and use different construction resources. This promotes children's understanding of shape, size and measure. As a result, children are learning the necessary skills needed to be ready for school and the next stage in their learning.

Staff provide suitable opportunities for children to develop their physical and social skills. Children enjoy taking part in regular outings during the holiday period as they visit the park, library, soft play and cinema. Physical development is further supported as children play group games and sports in the outdoor area, which enables them to be active and take appropriate risks. However, staff do not effectively organise the outdoor environment to provide children with good quality learning experiences.

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

Staff provide a warm and friendly environment where children feel happy and settled. They have developed suitable and appropriate relationships with their peers and staff. Staff are sensitive and caring towards the children as they offer additional support and reassurance when required. Consequently, children's all-round development is supported as they are confident within their surroundings. The setting has implemented a key-person system. However, this is not fully embedded and does not ensure children's care is tailored to their individual needs and their emotional well-being is promoted. Clear settling-in procedures ensure staff work closely with parents to share relevant information about the children. This supports their move from home into the setting.

Children are encouraged to be independent and manage their own personal needs throughout their activities and daily routines. For example, they access their own resources, lead their own play and wash their own hands. This promotes their self-confidence and helps them to develop appropriate self-care skills. However, there are fewer opportunities for children to further develop their independence skills during snack times by allowing them to pour their own drinks. There are clear hygiene practices in place, which supports children's understanding of their own health and well-being. Children are provided with a variety of nutritious snacks, which helps to promote the

importance of a healthy diet and lifestyle. Lunchtime meals are supplied from home, and staff work alongside parents to encourage them to make healthy choices for the children. Staff provide the children with daily opportunities for outdoor activities to ensure they can be active and develop their coordination skills.

Staff appropriately manage behaviour as they provide clear guidance and simple explanations to the children. This ensures children are developing an understanding of the boundaries and expectations within the setting. As a result, children's behaviour is good and they play well together as they are kind and considerate. Children receive regular praise and encouragement from staff, which develops their self-esteem and enables them to feel assured. Staff talk about the importance of safety throughout the children's activities to ensure they develop an understanding of how to keep themselves and others safe. For example, staff encourage children to negotiate space during group activities and remind children to sit correctly on their chair to ensure they do not hurt themselves.

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

Children are well protected as the manager and staff have a clear knowledge and understanding of the safeguarding and welfare requirements. They have attended relevant training and are fully aware of the procedures to follow if they have any concerns about children in their care. This is further supported by an appropriate range of written policies, procedures and safety checks to ensure the children are safe and secure within the indoor and outdoor environment. Recruitment procedures for vetting and assessing the suitability of staff are in place and implemented well. Staff are deployed suitably within the setting and ratios are maintained to ensure children are well supervised.

The manager and staff work together to monitor and evaluate the educational programmes to ensure the children are making progress in their learning and development. Staff complete regular reflection sheets to identify what activities worked well and what changes need to be made for the future. Arrangements for performance management are in place and staff have the opportunity to discuss their personal strengths, areas for improvement and training needs through meetings and appraisals. This ensures staff can further their professional development. The management team have plans in place, as part of the self-evaluation process, to support children's achievements over time and improve the quality of the practice within the setting. The recommendations from the last inspection have been implemented and addressed, which demonstrates a suitable capacity to maintain continuous improvement. For example, systems have now been developed for observation and assessment of the children, and resources are now stored more appropriately.

Staff have established effective partnerships with parents to support the children in their learning and development. Parents make comments, such as 'Staff are friendly and the variety of activities each week is great' and 'It's a professional and genuinely caring service'. The setting has links with the local authority, other professionals and local primary schools to ensure they work in partnership and share relevant information to meet the needs of the children.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY402937
<b>Local authority</b>	Trafford
<b>Inspection number</b>	879456
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	18
<b>Name of provider</b>	Cool Kids Out Of School Ltd
<b>Date of previous inspection</b>	30/07/2010
<b>Telephone number</b>	07720 053601

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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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