

Face Club

Manchester Road CP School, Manchester Road, Manchester, M43 6GD

Inspection date	25/09/2014
Previous inspection date	25/03/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Children benefit from a good range of child-led activities and experiences, which complement their time in school. Consequently, they make meaningful choices about what they play with and are well supported by staff, who develop and extend their play to promote individual learning.
- Children enjoy their time at the setting. They are warmly welcomed by the staff, who effectively promote their personal, social and emotional development. Consequently, children are learning the importance of socially acceptable behaviour and build positive relationships with the staff and their peers.
- Partnership working with the host school is strong and this helps the club complement and support children's learning in school.
- The club has made significant progress since the last inspection. This drive for improvement means the manager is continually improving the service she provides, to ensure children's safety and well-being.

It is not yet outstanding because

- Opportunities to enhance and extend children's learning outdoors, particularly in relation to the natural world, are not fully utilised.
- Staff do not always fully utilise opportunities to discuss with parents the support they intend to offer to complement children's learning in school.

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 and viewed play equipment in the school hall and in the school playground.
- The inspector observed interactions between the adults and the children present.
- The inspector had a tour of the premises and spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector looked at evidence of suitability of staff working within the setting, the provider's self-evaluation, staff qualifications and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Vickie Halliwell

Full report

Information about the setting

Face Club was initially registered in 2003 and re-registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Manchester Road County Primary School, in Droylsden, Manchester, and is operated by a private provider. The out of school club serves the on-site school and operates primarily from the school. The school playground is available for outdoor play. The club employs five members of childcare staff. Of these, three hold an appropriate early years qualification at level 3. The club opens Monday to Friday, term time only. Sessions are from 7.45am until 8.45am and from 3.20pm until 5.30pm. Children attend for a variety of sessions. There are currently 47 children on roll, of whom two are within the early years age range.

What the setting needs to do to improve further

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

- extend children's learning outdoors, to further raise children's awareness of the natural world, for example, by developing their understanding of growth and changes over time
- discuss with parents the support the club intends to offer to complement children's learning in school.

Inspection judgements

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

Staff effectively meet the learning and development needs of the children who attend. They have a secure knowledge of the Early Years Foundation Stage and understand how young children learn. Consequently, children benefit from a wide range of interesting and challenging experiences, which naturally complement their learning in school. The available play materials and activities stimulate children's independent learning and, consequently, children make meaningful choices and become fully absorbed in activities. For example, they develop good hand and eye co-ordination skills, as they expertly control the movements of on screen footballers as they play electronic games. Children are active and inquisitive learners. They talk enthusiastically about planned topics, for example, explaining how they are using their handprints to make a tree design for the wall. Such experiences clearly encourage expressive arts and design, as children carefully select their preferred materials, adding sequins and glitter to personalise their hand print. Staff introduce new concepts to encourage children to think about, and experiment with, a wide range of textures and concepts, such as printing with wood to re-create a textured surface with paints. However, opportunities to raise children's awareness of the natural world,

including plants and living things, are not fully utilised.

The quality of teaching to support children's learning is good. Staff know children very well and build on their interests and their time in school. For example, in conjunction with the school, staff introduce a favourite books project. Children are encouraged to identify and talk about their favourite books and contribute to a display for the school library. Children are routinely consulted about all aspects of the setting and staff value their contribution. Strong relationships help foster a relaxed and happy atmosphere, where children confidently express their views and opinions. For example, requesting alternative resources or extra snacks. Staff are mindful of children's individual capabilities and adapt activities accordingly. For example, they provide additional support to shyer children and encourage them to join in with a smaller group. Such good practice ensures all children feel a sense of achievement and are fully included.

Staff provide a broad range of activities and experiences that naturally complement children's learning in school. Effective partnership working with the reception class teachers helps ensure staff have a clear understanding of children's attainment within school. Consequently, staff are able to tailor activities to support children's learning, for example, playing active phonics in the playground. Children have fun, as they are encouraged to run to the correct letter to spell out simple words. Staff encourage children to be enthusiastic learners, which helps prepare them for the next stage in their learning as they progress through school. Staff warmly welcome parents into the setting and ask parents to complete an All about me book, which provide an insight into their child's interests and capabilities. However, staff do not routinely discuss with parents the support the club intends to offer to complement children's learning in school. Consequently, partnerships with parents are not fully maximised.

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

Good relationships with their key person and the small staff team help children form secure attachments. This provides a strong foundation for their well-being and prepares children emotionally, as they move between school and the setting. The caring and supportive environment helps children feel valued, safe and secure. Children talk openly with staff, as they play, about events and experiences, both within the setting and during their time at home and school. Staff are sensitive to children's individual needs and work closely with parents and school staff to ensure individual care needs are well met. Consequently, new children, settle quickly and demonstrate a very strong sense of belonging. Children enjoy a healthy snack, such as cheese and crackers and help themselves to milk throughout the session.

Children routinely enjoy playing football, skipping and running freely outdoors, in the school grounds. This provides good opportunities for children to be physically active. Children are learning how to keep themselves and others safe because staff provide meaningful explanations to raise children's awareness. For example, children, who are playing football, are encouraged to think about safety in the playground because other children are riding scooters. Staff are positive role models who provide clear guidance and

encourage children to consider the importance of socially acceptable behaviour. Children's personal, social and emotional development is well fostered. This promotes children's confidence and self-esteem and helps them acquire the attitude and dispositions they need to be ready for the next stage in their learning, as they progress through school.

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

Following the last inspection by Ofsted, where the club received a number of actions and a subsequent monitoring visit, the club has worked hard to improve and raise standards. All actions have been met and the setting has now appointed a named deputy, who is qualified to take charge in the manager's absence, and ensured that staff qualification levels are appropriate to meet the needs of the children. The club has also made sure that staff are effectively deployed and that each child is assigned a key person, to help ensure that every child's care and learning is tailored to meet their individual needs. Furthermore, the club has taken positive steps to ensure the safety of children, specifically in relation to security at collection times, and ensuring the outdoor play area is secure. As a result, children's safety and well-being has been enhanced. The club ensures that a daily record of the names of the children being cared for on the premises, their hours of attendance and the names of each child's key person is maintained and has also made improvements to ensure that children are provided with healthy and nutritious snacks. As a result, effective systems are in place to ensure both the safeguarding and welfare and the learning and development requirements are effectively met. The manager and staff also now have a secure understanding of how to protect children in their care, consequently, appropriate checks on adults are carried out and the welfare of children is monitored closely. Staff are fully aware of child protection issues and the importance of raising any concerns with the manager. Information to support the settings whistle blowing policy is prominently displayed for staff information and the manager is clear about the procedure to follow in the event of an allegation being made about a member of staff. This helps ensure children are effectively safeguarded.

Since the last inspection, the club has been supported by a local authority advisor and have worked closely with the host school to address difficulties experienced with the shared use of the premises. As a result, the areas used have been re-organised and barriers are now in place in the school hall. In addition, children attending the club wear high visibility jackets. These measures have significantly improved the level of supervision. Staff are appropriately deployed and security arrangements have been improved to help keep children safe. Written documents contain all the required information. This drive for improvement means the club is committed to continuous development. Systems to monitor and improve the quality of the provision have been established, including weekly staff meeting to discuss areas for development. The manager works directly with the children, alongside the small staff team, to effectively meet the group and individual needs of the children. The small and close working relationship means staff are continuously monitored and the manager has a good overview of the educational programme, which effectively promotes children's learning in all areas. Consequently, children benefit from a broad range of activities and experiences, which complement their time in school and help

them make progress towards the early learning goals.

The clubs direct links with the school ensures staff support identified learning priorities within school. Mutually respectful relationships are evident between parents and staff. Parents, spoken to during the inspection, are very happy with the care their children receive and comment specifically on 'how much their children enjoy coming to the club'. Children themselves confirm they enjoy coming to the out of school club and like the activities available and being able to play outside.

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

Unique reference number	EY469828
Local authority	Tameside
Inspection number	968603
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	44
Number of children on roll	47
Name of provider	Virginia Mary Higginbotham
Date of previous inspection	25/03/2014
Telephone number	01613703079

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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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Piccadilly Gate
Store St
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