

Kool Out of Skool (Marlborough)

Marlborough County Primary School, Tytherington Drive, MACCLESFIELD, Cheshire, SK10 2HJ

Inspection date

07/10/2014

Previous inspection date

28/10/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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

- The club's social and recreational ethos is promoted well through a balance of child-initiated and adult-led activities, which are stimulating and engaging. Consequently, children enjoy their time here and are always engaged in activity.
- Children are very happy, confident and motivated to learn. They feel safe and show very high levels of independence. Children develop strong relationships with the staff who care for them.
- Partnerships with parents are suitably established. Parents contribute information about their child's care and learning needs on entry to the club, enabling children's initial needs to be met.

It is not yet good because

- The club has failed to ensure that there is a member of staff on the premises with a current first-aid certificate. This is a breach of requirements for the Early Years Register and the Childcare Register, and compromises children's health and safety.
- Staff supervision is not yet fully effective in identifying and addressing training needs promptly so that children are cared for by a constantly improving team with the skills to meet their learning and care needs.
- The process of self-evaluation does not provide the club with a clear plan for overcoming weaknesses and identifying areas for further development in order to continually improve outcomes for children over time.

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 looked at the premises in relation to health and safety.
- Children's activities were jointly observed and discussed with the club's manager in relation to teaching and learning.
- The inspector looked at children's records in addition to other relevant documentation.
- The inspector checked staff's suitability and qualifications.
- The inspector took account of the views of a parent and children spoken to on the day.

Inspector

Janet Weston

Full report

Information about the setting

Kool Out of Skool (Marlborough) was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a demountable building within the grounds of Marlborough County Primary School in Tytherington, Macclesfield. It is privately owned. The club serves the children from the school. There is an enclosed area available for outdoor play. The club employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The club is open Monday to Friday, from 7.30am to 8.50am and 3.20pm until 5.45pm, term time only. During the holidays it is open from 8am to 5.45pm. Children attend for a variety of sessions. There are 90 children on roll, of these, 18 are in the early years age group.

What the setting needs to do to improve further

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

- ensure that there is at least one member of staff on site at all times with a valid paediatric first-aid certificate, to maintain children's safety and well-being.

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

- review and assess the current staff supervision procedures, to ensure training needs are promptly identified and met so that children are cared for by a constantly improving team with the skills to meet their learning and care needs
- develop further self-evaluation to review, assess and monitor the quality of care, in order to address weaker areas of practice and bring about improvements for children.

Inspection judgements

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

Staff have an acceptable level of knowledge and understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation stage. They recognise their role in complementing children's learning from school and also recognise that the children have had a busy day and this is their leisure time where they need to unwind. Consequently, children arrive full of excitement and enjoy their time at the club. They explore the environment confidently and quickly engage in the range of resources on offer, which are easily accessible to them. This develops children's

independence and allows them to make choices in their play. Staff welcome children warmly on arrival and encourage them to talk about their school day and any news. They ask questions about what children would like to do and encourage them to make suggestions. This promotes children's communication and language skills appropriately. Staff interact with interest and enthusiasm in children's play. They encourage children to choose activities for themselves and step in to provide encouragement, praise and suggestions to keep them interested and involved. Consequently, children are good at initiating play and are able to become deeply involved in activities, such as building a train track and making wands. Furthermore, younger children independently engage in imaginary play, confidently approaching visitors to grant wishes with their magic wands.

Staff work closely with parents when children first start, obtaining a range of information about children's individual likes and dislikes through discussion and the use of an 'All About Me' document. Staff use this information to settle children in well from the start. They support children through the transition from school care to after school care by planning relevant activities that interest them. Staff discuss children's activities and achievements with parents on a daily basis. They listen to what parents tell them about what children have been doing at home and use this information to help with activity planning. This promotes a two-way flow of information between parents and staff, which has a generally good impact on children's learning. Parents spoken to at the inspection feel well informed about what their child has been doing during their time at the club. Parents commented that their children 'love all the activities' and that children are 'very happy' being cared for by 'kind staff'.

Children of different ages interact well together and continue to develop skills that they need for their ongoing learning at school. For example, older children sit and read a letter recently received from their adopted guide puppy, discussing its size, and recalling the names suggested for the puppy with the younger children. This effectively promotes their communication skills and confidence in speaking in groups. Staff praise children's efforts as well as their achievements, which helps raise their self-esteem. As a result, children are motivated to 'have a go'. They persevere at tasks, such as when playing a game involving coloured counters, and keep going until they manage to get the counters in a row. Children are able to benefit from the extensive outdoor space, which provides opportunities for them to develop their balancing and ball skills. As a result, they develop a range of skills while having fun and playing with their friends.

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

Staff ensure that the environment is welcoming to children by displaying exhibits of their work, which shows their efforts are valued. They greet children warmly and ask them about their day. The environment is developmentally appropriate for children's learning. It is warm and welcoming and the range of resources are easily accessible in low-level storage units. Children have strong bonds with all staff and, as a result, they are very confident in expressing their needs. All required consents are obtained and the 'All About Me' form enables parents to detail the exact needs of their child so that staff can provide the appropriate care and learning needed. Staff are deployed appropriately across the club, ensuring all children are well supervised and their needs are promptly met as staff

are on hand to provide assistance if needed. Staff help children to think about other people's feelings and consequently, children learn to negotiate and cooperate with their peers. For example, the children play a game where they roll a ball to each other and discuss emotions, such as confusion and laughter.

Information about children's individual needs is collated through registration forms. This helps staff to meet children's care needs, such as being aware of any dietary requirements. Children are generally well behaved because staff are good role models who have a positive attitude to behaviour management. Staff provide children with clear messages and expectations of behaviour. They promote positive attitudes and address any behaviour issues calmly and consistently. Consequently, children share, help others and show good manners. For example, they say 'please' and 'thank you' during games and at snack time. Hygiene routines are well established and help children learn the benefits of hand washing.

Children have opportunities to be physically active in the outdoor area, so they learn about the importance of fresh air and exercise. Children are cared for in a safe and secure environment which staff check each day to ensure any hazards are removed. They help children to learn about keeping safe through practising the emergency evacuation procedures. Children enjoy a sociable snack time where they have a choice of healthy foods, such as fresh fruit, which is always available. This helps to keep children nourished during their time at the club. However, their health needs are compromised as the club has failed to ensure that there is always a member of staff who is qualified in first aid on the premises.

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

The provider has not ensured that there is always a member of staff on site who holds a current first-aid certificate. This is a breach of the requirements of the Early Years Register and the Childcare Register. However, staff are clear on the procedures to follow, first aid to be administered and the recording of any treatment administered. The manager has also booked staff on to first aid courses to rectify this issue. This limits the impact of this breach on children's safety and well-being. Staff have an appropriate understanding of their role in safeguarding children and know how to recognise signs of abuse, which may cause them concern. Policies and procedures, risk assessments and other documentation effectively assist staff to promote children's welfare. Staff ensure that access to the premises is secure and that all children and visitors sign in and out of the club.

There are appropriate recruitment procedures in place to ensure that staff are suitably qualified, properly vetted and made aware of their roles and responsibilities. New staff go through a thorough induction process, including health and safety, and understanding how to put policies and procedures into practice. However, regular, formal staff supervision sessions are not yet embedded, to ensure that staff's professional development is consistently improving and that all training needs are addressed in a prompt and timely manner, to promote children's learning and secure their well-being. Furthermore, self-

evaluation is not yet fully developed. This means that the setting does not yet have a clear understanding of its own strengths and weaknesses and what action to take, to bring about improvements for children.

Staff maintain friendly relationships with parents. Parents spoken to during the inspection speak positively about the club and the friendly staff team. They state that their children enjoy the club and the variety of activities on offer. Parents are provided with a range of information about planned activities, which their children will be taking part in. Useful information is displayed on notice boards around the club, including information about the Early Years Foundation Stage. The staff have a clear understanding of the importance of working in partnership with other providers, such as schools, to ensure smooth transitions. For example, staff liaise with the teachers during collection regarding the children's day, which means staff are able to create consistency between school and the club.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that at least one person who is caring for children has an appropriate first-aid qualification (compulsory part of the Childcare Register)
- ensure that at least one person who is caring for children has an appropriate first aid qualification (voluntary part of the Childcare Register).

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	EY255064
Local authority	Cheshire East
Inspection number	860406
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	38
Number of children on roll	90
Name of provider	Flora Arnott Moores
Date of previous inspection	28/10/2009
Telephone number	01625 503 975

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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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