

The Cheeky Out School Club

Kem Mill, Kem Mill Lane, Chorley, PR6 7EA

Inspection date

Previous inspection date

07/10/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 are kind and friendly towards the children and encourage them with meaningful praise. Consequently, children are motivated to try new activities.
- Partnerships with parents and the local school are effective. Regular discussions ensure children benefit from a consistent approach to children's well-being and general development.
- Children are kept safe because the staff have a good understanding of safeguarding and child protection issues and are vigilant to ensure the environment is safe and secure.

It is not yet good because

- The key-person system is not robust enough to ensure all children form secure attachments with a key adult at the setting.
- Healthy lifestyles are not consistently promoted because there are fewer healthy options for children to choose for snacks.

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 all the areas that children access and observed activities indoors and in the outdoor learning environment.
- The inspector held a meeting with the manager, reviewed policies, including the safeguarding policy and checked the qualifications and suitability of staff.
- The inspector held discussions with the staff at appropriate times during the inspection regarding children's progress.
- The inspector took into account comments from parents spoken to during the inspection.

Inspector
Anne Parker

Full report

Information about the setting

The Cheeky Out School Club was registered in 2011 on the compulsory and voluntary parts of the Childcare Register and registered on the Early Years Register in 2014. It is situated in Whittle-le-Woods, Chorley and is managed by Northwest Play & Party Ltd. It operates from Cheeky Monkeys Family Entertainment Centre. Children have use of a designated club room and party rooms. They have shared use of the soft play area and may also use the school field, which is next door. There are currently 60 children on roll, 10 of whom are in the early years age range and attend for a variety of sessions. The club employs eight members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, one at level 4 and one holds Qualified Teacher Status. The club opens Monday to Friday from 7.45am to 8.45am and from 3.30pm to 6pm during term time. During school holidays, the club opens from 8am to 6pm.

What the setting needs to do to improve further

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

- ensure the key-person system allows children to form settled relationships with adults within the setting.

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

- extend children's understanding of healthy lifestyles, for example, by providing healthy food at mealtimes and using opportunities to promote the benefits of healthy eating.

Inspection judgements

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

The setting provides a range of play opportunities at different times during the session. Staff play alongside children and effectively extend their learning through questioning and talking about what they are doing. For example, children enjoy colouring in templates and staff talk to them about the colours they choose. Staff engage children in matching games and talk about the pictures on the cards. As children dress up in costumes, staff ask them about the characters they have chosen. Staff support children to use technology to play games, encouraging them to decide what to do next. Consequently, children are continuing to develop active learning skills.

Children's communication skills are fostered reasonably well during every day routines. For example, staff chat to children about their day at school while walking to the setting. They

model appropriate language and use a range of questions to promote conversation skills and, as a result, children are able to express their ideas. The setting has printed words and numbers displayed on storage containers and on the walls. Furthermore, children have access to a wide range of books and they enjoy sharing stories with staff or their friends. Consequently, children are developing adequate literacy skills. Staff use numbers as children enjoy an organised cheer leading activity, counting the steps in time with the rhythm and, as a result, children are learning to count in sequence in a fun and interesting activity.

Partnerships with parents are developing well as staff ensure information is effectively shared between school and home. Parents spoken to on the day of the inspection express that they are pleased with their child's progress. Partnerships with school staff are very effective in supporting individual children. Staff work closely with school teachers and parents to identify gaps in learning and use appropriate referral systems to access suitable interventions when required.

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

Children are reasonably motivated and eager to engage in activities as staff offer encouragement through meaningful praise and support. All staff are kind and friendly towards the children and supervise them well. A key person is allocated to each of the children in the early years age range. However, they are all allocated to one member of staff, who also has management responsibilities and, as a result, is not always available to all the children in her key group. Additionally, the building is large and children move around to play on various pieces of equipment or in different rooms. While children are always appropriately supervised, the key person is not consistently able to interact with her key children. As a result, some children are not fully engaged in activities and wander around with very little adult interaction and, therefore, are not developing secure attachments with all adults in the setting. Staff talk to parents during the settling-in process to find out about children's needs and share information at handover time about activities children have engaged in. Consequently, staff are able to appropriately meet children's care needs. The setting is safe and well-resourced to provide a wide variety of learning experiences. Sessions are well organised, so that children access the different types of activities on offer during their visit.

Children behave appropriately because staff have a positive approach towards behaviour management. They calmly intervene in minor squabbles and diffuse issues quickly and effectively. Furthermore, staff are positive role models and remind children to use good manners. They promote friendships between children by encouraging them to play alongside each other. Consequently, children are learning to respect others. Staff ensure children are safe within the setting by supervising them closely. They consistently remind children how to keep themselves safe, for example, by reminding them why they must not climb on the benches. Children are provided with ample opportunities for exercise as they play in the soft play area, using large equipment. They can run, jump, slide, balance and climb in a safe environment. As a result, they develop good physical skills. Children take small risks, appropriate for their age, for example, while climbing on the large equipment or scrambling up the steps to the slide.

Children develop independence skills as they select their own meal from a menu. The menu is changed daily and staff take each child's order as they arrive at the setting. However, food is not always nutritious and staff do not encourage children to make healthy options. For example, fruit and vegetables have to be chosen as a main option and are not routinely provided in each other option, limiting children's ability to choose a healthier snack. Furthermore, staff do not always promote the benefits of healthy eating through general discussions during mealtimes or play.

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

Managers have a good understanding of their responsibilities to ensure practice meets the safeguarding and welfare requirements of the Early Years Foundation Stage. They follow appropriate systems to ensure staff are suitable to work with children, which includes vetting through the Disclosure and Barring Service. Induction procedures provide new staff with information about safety, evacuation procedures and their roles and responsibilities. Staff attend regular safeguarding training and, subsequently, are confident about identifying and reporting any child protection concerns they may have about children in their care. An effective range of policies support their work and these are shared with parents as they start at the setting. Staff conduct regular risk assessments and remove any hazards where appropriate. Access doors are kept locked and there are systems in place to monitor visitors. Accidents are accurately recorded and shared with parents, and staff follow clear procedures to ensure medication is administered safely. Furthermore, staff have completed relevant training in first aid. As a result, children are well safeguarded at the setting.

Managers and staff are reflective and aspire to improve. The staff team are beginning to evaluate their practice. There have already been changes made to the provision in the short time they have been registered for early years children. For example, an extension has been built to accommodate younger children and further resources purchased to meet all the areas of learning and development. This demonstrates a capacity to evaluate and improve, so that the needs of children are fully met. The manager has developed performance management systems which are beginning to support staff in improving their practice. Furthermore, many staff are engaged in professional development to improve their knowledge and skills and gain further qualifications in childcare.

Partnerships with parents are good. Parents spoken to during the inspection know who their child's key person is, and express their satisfaction with the setting. Partnerships with external agencies are well established. For example, there are regular meetings with the local school to share information about children and, consequently, children benefit from a consistent, shared approach. Furthermore, staff know how to access support from other agencies to ensure children's individual needs are met by receiving appropriate intervention and support.

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 children are provided with food that is wholesome and nutritious (compulsory part of the Childcare Register).
- ensure that children are provided with food that is wholesome and nutritious (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	EY476690
Local authority	Lancashire
Inspection number	972151
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	60
Name of provider	Northwest Play & Party Ltd
Date of previous inspection	not applicable
Telephone number	01257234287

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

