

Yorston Lodge Out of School Club

Yorston Lodge School, 18 St. Johns Road, Knutsford, Cheshire, WA16 0DP

Inspection date

15/10/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

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

- Children benefit from being cared for by a professional, friendly and caring staff team in a warm and welcoming environment. As a result, children are settled, happy and enjoy their learning experiences.
- The effective key-person system supports children to form secure relationships with adults and their peers. As a result, all children are confident and enthusiastic participants in the club.
- Children feel safe in the club and are effectively protected from harm as staff demonstrate a secure knowledge of their responsibilities with regard to safeguarding and child protection. This mean children's welfare is assured.
- Staff fully recognise the importance of working in partnership with parents and keep them well informed about their children's progress using various effective strategies.

It is not yet outstanding because

- Staff have not fully considered the organisation of the environment, in order to provide a quiet space where children can relax after the school day.

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 in the children's play room.
The inspector held discussions with the manager of the provision and viewed a
- range of documentation. The inspector checked evidence of the staff's suitability and qualifications.
- The inspector viewed areas of the premises used by the club and the outside play area.
- The inspector talked to staff and the children at appropriate times during the inspection.

Inspector

Gillian Kitchen

Full report

Information about the setting

Yorston Lodge Out of School Club opened in 2005 and re-registered in 2007 following a change of ownership. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is run by Yorston Lodge School and operates from buildings within Yorston Lodge School in Knutsford, Cheshire. There is an enclosed area available for outdoor play, which includes the school playgrounds. The club serves children who attend the school. The head teacher is the manager of the club and four members of childcare staff are employed. Of these, three hold appropriate early years qualifications; two at level 3 and one at level 6. The club opens each weekday from 8am to 9am and from 3.15pm to 6pm during term time. It also opens from 8am to 6pm in the school holidays. Children attend for a variety of sessions. There are currently 54 children on roll; of whom, 10 are in 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:

- enhance the environment, for example, by developing areas where children can relax and sit and chat with other children and staff after the school day, such as quiet areas and cosy dens.

Inspection judgements

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

Children benefit from being cared for by a professional, friendly and caring staff team in a warm and welcoming environment. Staff plan for the children's learning and development and cover all seven areas of learning. The partnership with the school is very good as the staff work within the school during the school day. This means they know the children well and children enjoy their time at the club. Children are well supported in their learning and staff work with the school staff to share observations of children's learning and progress. This enables staff to plan activities, which complement the learning that takes place in school. The quality of the teaching is strong and children benefit from the robust links to school. Staff are experienced and respond on a daily basis to children's needs and interests as they emerge. As a result, children feel motivated and valued.

The staff support children in their chosen activities. For example, children make a long bow with construction resources. Staff are responsive and praise the children for their efforts. Children are encouraged to develop their critical thinking skills as staff use skilful questions, for example, 'Wow that's amazing. Who do you think would use a long bow?' As a result, children develop their language and communication skills. Staff comment on how quickly children settle and how they enjoy their time at the club. Partnerships with

parents are effective and staff gain detailed knowledge of children's starting points. Information is shared with parents on a regular basis and children's learning at home is incorporated into the planning. As a result, children make good progress. There is a wide range of good quality resources available, both indoors and outdoors that supports children's all-round learning and development. Children make good progress in their physical development. They enjoy practising their skills on large static equipment, such as, climbing frames and bicycles, in the outdoor play area. However, staff have not fully considered the organisation of the environment. For example, children do not have access to a quiet space, such as snug dens or cosy areas where they can relax and chat with other children and staff after the school day.

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

Children are happy, secure and well settled at the club. The behaviour management is a key strength as all children are polite and courteous and staff consistent in ensuring that children all understand the club's ground rules. The staff are good role models and remind children of the club rules, when required. Children are offered a range of activities and freely choose the activities they like to do. Children are independent and they move on when they are ready to do so. Staff know the children very well and the effective key-person system supports children to form secure relationships with adults and their peers. As a result, all children are confident and their emotional well-being is effectively supported.

Children's health and well-being is successfully promoted as staff provide healthy snacks for children when they arrive at the club. Staff teach children the importance of healthy lifestyles and they discuss food and making healthy choices. Food allergies are clearly documented and all staff are fully aware of children's individual dietary requirements. All children manage their own personal needs and younger children are supported to do so when necessary. Children are also supported to keep themselves safe as they move around the premises. Regular fire drills take place and staff talk to children about road safety. Staff are fully informed of children's medical requirements and parents sign the medication forms for individual children's requirements. All accidents to children are recorded and parents informed appropriately.

Partnership with parents and other agencies involved with children's care and education are effective and promote a joined up approach to meeting children's individual needs. Where children have an identified need, staff work with parents and professionals, follow their advice and develop appropriate actions for the child. This ensures their individual care needs are met well. Good partnership working with the school means children are effectively supported in their transition to the club, and when they move on to other settings.

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

The robust policies and procedures are carried through from the school and support the staff in ensuring children are well protected from harm. Staff demonstrate a secure

knowledge of their responsibilities with regard to safeguarding children. They know the procedures to follow in the event of a concern about a child in their care. All staff have completed safeguarding training and demonstrate a clear understanding of the policies and procedures of how to protect children. Safeguarding information is clearly displayed on the wall for staff and parents to see. Robust recruitment and vetting procedures are completed before staff begin work at the club to ensure they are suitable to work with children. Risk assessments are in place and cover all areas of the club and any identified risks are rectified immediately to ensure a safe secure environment for children. The manager fully understands the safeguarding and welfare requirements and supports the staff in ensuring the children's safety.

The provider has a good understanding of the requirements of the Early Years Foundation Stage to ensure they are effectively implemented. Staff work closely with parents to gain detailed information about children's starting points and using ongoing observations and assessments to track children's progress. The manager completes annual appraisals and holds regular supervision meetings with staff. As a result, staff are supported in their professional development. This demonstrates a commitment to continued improvement.

In order to improve the quality of the service and to drive a programme of continuous improvement, the club has a range of methods for seeking the views of children, parents and staff. For example, children's opinions are actively sought through observation and regular discussions. Parents are encouraged to contribute their views, either in writing or verbally and these are incorporated into the club's action plans. Staff are regularly supervised by the manager who prioritises areas for improvement and manages the impact of changes. Staff successfully engage with parents and other settings children attend. Consequently, information about children's care and learning is appropriately shared.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY355213
Local authority	Cheshire East
Inspection number	820897
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	54
Name of provider	Janet Dallimore
Date of previous inspection	not applicable
Telephone number	01565 633 177

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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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