

Conkers After School Club

Church Road, Saughall, CHESTER, CH1 6EP

Inspection date	15/10/2014
Previous inspection date	11/09/2013

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

- Detailed and comprehensive policies and procedures are carefully implemented by staff and monitored by management. This ensures that the health, safety and well-being of the children is given high priority.
- Strong relationships between children and their key person ensure that children are developing secure attachments, supporting their learning and development.
- Partnerships with parents are good. Staff ensure that relationships with children and their families are well-established, promoting continuity of care. Consequently, children develop secure, trusting relationships with staff.
- Effective monitoring and evaluation procedures are in place, to identify targets to improve the quality of teaching and practice, so children continue to make good progress.
- Children enjoy healthy snacks and have access to plenty of physical exercise, which helps to establish healthy lifestyles.

It is not yet outstanding because

- Partnership working with the local school is not yet fully embedded to consistently share information about children's learning, to complement and support their future development.

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.
- The inspector looked at children's records of achievement, observations and assessments, in addition to other relevant documentation.
- The inspector took account of the views of parents and children spoken to on the day.
- Children's activities were observed and discussed with the club's deputy manager in relation to teaching and learning.
- The inspector checked staff's suitability, qualifications and discussed issues arising from the club's self-evaluation plan.

Inspector

Janet Weston

Full report

Information about the setting

Conkers After School Club was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is managed by Chestnut House Day Nursery Limited. It operates from two rooms in a converted school building in the Saughall area of Chester. The club serves the children from the school. Currently, there are 66 children on roll, of whom 12 are in the early years age group. The club is open Monday to Friday, from 7.30am until 9am and 3pm until 6pm, all year round. The club employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The club receives support from the local authority. It has established links with the local school.

What the setting needs to do to improve further

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

- build on the existing partnership with the local school, to consistently share children's learning, in order to complement and support their individual needs.

Inspection judgements

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

Staff welcome children warmly during collection time from the school and encourage them to talk about their school day and news. This promotes children's communication and language skills effectively. Staff ask questions about what children would like to do and encourage them to make suggestions. For example, children ask to make gifts for their parents or finish creating their lanterns. As a result, children are using good hand-to-eye coordination and develop their concentration skills. Most of the staff, have childcare qualifications. They have a good knowledge and understanding of how to support young children's learning, as they also work in a nursery nearby, which is owned by the same group. Staff are perceptive to the needs of children. They consider children may want some time to relax after a busy day at school and take this into account when planning sessions. This means that children choose how and when they engage with the broad range of activities on offer, increasing their motivation and readiness to learn. Children arrive excited, happy and thoroughly enjoy their time at the club. Each child has a designated key person and key buddy so there is consistency in their care and continuity in their learning. This enables staff to identify when early intervention is needed, so that children receive the appropriate support to meet their learning needs.

Staff spend time with children and their parents to find out what interests children, and some of the things they can do. Staff use this information to settle children in extremely well from the start. Parents praise the time taken and the care given to children by staff during this transition. Staff carry out observations of children and these are recorded,

along with their artwork, in the 'floor plan' document. Observations describe in detail the child's voice, for example, 'I'm making a butterfly'. Staff use this information to inform planning based around children's interests and needs. Children's individual areas of development are very clearly reflected in planning, which shows how well staff know the children. The quality of teaching is good because the staff team work hard together to ensure children experience activities across all areas of learning. Staff further support children's learning well by talking to them as they play and joining in where appropriate. For example, staff carefully instruct and demonstrate how children can make a hole in their paper using a pencil. They ask children appropriately challenging questions to make them think, problem solve and extend their vocabulary.

Staff also teach the children the importance of sharing and taking turns. For example, staff provide children with the opportunity to play in the large gym. This helps to develop their fitness and physical skills effectively. Staff encourage each child to have a turn and children remain engaged and excited due to the staff support and encouragement, which includes each child equally. Children attending the club thoroughly enjoy choosing from a wide range of activities. They enjoy relaxing and unwinding with their friends after a busy day at school. Staff are working hard to ensure they keep parents well informed about activities planned for the children, by displaying this information on the parents' notice board. Staff encourage parents to talk to their key person on a regular basis. Staff are in the early stages of establishing links between the school teachers and the club through the 'three way travel book', however, this is not yet fully in place and secure. As a result, a consistent approach in children's learning has not yet been fully promoted.

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

Children's well-being is promoted very well, as they develop secure emotional attachments with their friendly, fun and caring key persons. Attachments are strong because staff listen closely to parents and children. When children become ready to move to the club, staff support them emotionally by tailoring an individual settling-in process. Therefore, children are confident to move to a new environment. Staff and parents share the care needs of children through daily conversations. This ensures children individual needs are catered for and a consistent approach is created. The good support offered to children means they are emotionally well prepared for the next stage of learning. Parents commented how they 'like the consistency of staff'.

Staff provide children with clear messages and expectations of behaviour, and promote positive attitudes and behaviour calmly and consistently. Children contribute to these rules by stating how they like to be treated, such as, 'always wear a smile' and 'always share'. Consequently, children share, help others and show good manners. For example, children saying please and thank you during snack. Staff model good hygiene practices and encourage children to wash their hands regularly. Children move around freely and confidently, choosing activities for themselves. This helps to promote children's independent play and exploration well. Children are independent and attend to their own personal needs, such as taking care of their own possessions and tidying up after themselves. Children cuddle up warmly to staff when relaxing and watching others, and seek out their friends with whom they giggle and laugh throughout their play. For

example, when children organise their pretend ballet lessons, taking it in turns to be the teacher and pupil. This demonstrates children's sense of well-being and enjoyment.

Children are cared for in a safe and secure environment which staff check each day to ensure any hazards are removed. They assist children to learn about keeping safe through safe play rules and practising the emergency evacuation procedures. Children's good health and safety is further assured in the event of an accident as there is always a member of staff on site with a current paediatric first-aid certificate. Staff promote children's health well, children enjoy a sociable snack time when they choose from a choice of healthy foods, such as ham wraps, fresh fruit and vegetarian option. Children and parents comment 'the food is really good'. This helps to keep children nourished during their time at the club. Children have access to an area at the front of the building for play and games, such as cricket, which supports their physical development.

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

Management and staff have a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They have a secure knowledge of the correct procedures to follow if they have a concern about the welfare of a child, and their responsibilities to safeguard children's welfare. Furthermore, there is always a lead practitioner for safeguarding onsite who is qualified to provide support, advice and guidance. The club is led by an enthusiastic management team who are committed to providing good quality care and education for children. Management implements secure vetting procedures to help ensure staff are suitable, and continue to be suitable, to work with children, and all required documentation is easily accessible and available on site for inspection or in case of emergency. For example, recruitment procedures, induction, suitability checks and children's information. This ensures the safe and efficient management of the club. In addition, they are vigilant regarding child safety and security and are proactive to minimise potential hazards, enabling children to explore safely and freely. This helps to maintain good standards of health and keep children safe.

Management implements effective systems to evaluate the impact of staff practice on children's well-being and learning. Management observe staff's interactions with children and carry out a performance review meeting with all staff. This is updated through the supervision meetings held each term. Management complete a self-evaluation form to show the strengths of the club and how they promote the Early Years Foundation Stage effectively. This also includes areas for improvement, such as the outside area and links with the local school. Management have addressed all identified areas for improvement and worked closely with the local authority to address the weaknesses raised at the last inspection. For example, ensuring suitably qualified staff are present and robust safeguarding procedures are in place. Furthermore, all required records are held on the premise, arrangements for reflective practice are in place and informing parents and carers of the name of their child's key person and their role and responsibility.

Staff establish successful partnerships with parents who they provide with clear information about all aspects of the provision. Staff keep parents informed through face-

to-face communication each day and through displays. Parents and children contribute their views of the club through regular questionnaires commenting 'it's fantastic' and 'I like the play gym and seeing my friends'.

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	EY457713
Local authority	Cheshire West and Chester
Inspection number	981227
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	66
Number of children on roll	66
Name of provider	Chestnut House Day Nursery Limited
Date of previous inspection	11/09/2013
Telephone number	01244880371

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

