

Children's Choice Childcare

Seymour Park Primary School, Northumberland Road, Manchester, Lancashire, M16 9QE

Inspection date	20/10/2014
Previous inspection date	03/03/2010

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

- Staff maintain good partnerships with parents and teachers, helping to provide continuity of care and enhance children's learning experience.
- Staff plan activities to reflect children's ideas and interests. This provides interesting and challenging experiences that meet the needs of all children.
- Teaching is good and staff are experienced in asking open-ended questions to extend children's thinking and ideas, giving children the opportunity to respond in their own way.
- Management and staff have a good understanding of how to effectively safeguard children. They know and implement the club's safeguarding policies consistently. This effectively promotes children's safety and well-being.

It is not yet outstanding because

- Children's ability to succeed is not fully supported at times because staff do not always routinely check resources, such as jigsaws, to ensure they are complete.
- Managers do not monitor staff practice sharply enough to ensure they provide further challenge and extension to activities and find ways for children to remember their achievements.

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 carried out a joint observation with the deputy manager.
- The inspector toured the premises.
- The inspector took into account the views of parents spoken to on the day.
- The inspector discussed the providers self-evaluation.
- The inspector looked at children's records, evidence of suitability of staff members, and a range of other documentation, including the safeguarding procedures.

Inspector

Helen Gaze

Full report

Information about the setting

Children's Choice Childcare was registered in 2007 and is privately owned. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the community room and dining room within Seymour Park Primary School, in the Stretford area of Manchester. Children have access to the school playground for outside play. The setting is open Monday to Friday, from 7.30am to 8.45am and 3pm to 6pm, during term time and provides care in the school holidays from 8.30am to 5.30pm. The setting provides care for children who attend Seymour Park Primary School and other local schools. There are currently 30 children, aged from three years to 11 years, on roll. There are a total of four members of staff, three of whom hold appropriate qualifications at level 3.

What the setting needs to do to improve further

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

- strengthen procedures for checking equipment, such as jigsaws so that they are complete and children's ability to succeed is fully supported and maintained
- focus more sharply on monitoring staff practice to ensure they provide further challenge and extension to activities and find ways for children's achievements to be remembered even when things have to be packed away.

Inspection judgements

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

Staff have good relationships with children and are fully aware of their individual needs. The key-person system supports younger children during play and staff effectively challenge them through planned and purposeful activities linked to their current stage of development. As a result, this engages and motivates children and they make progress in their learning. Children enjoy their time at the club and excitedly chat to their friends about their school day and their weekend. Staff make good use of observations and assessment to plan for their next steps in learning, which helps to challenge and develop their thinking further. This means children are engaged and are acquiring the skills to becoming active learners. Children move freely between activities, while staff observe, oversee and become involved in what they are doing. As a result, children are making choices and gaining a sense of independence. Staff organise the environment well to support children's interest and activities have depth and breadth across the seven areas of learning. Staff prepare the environment before children arrive and include children's ideas well. For example, staff hold weekly planning meetings with the children to gather their ideas. As a result, children instantly become engaged in activities as soon as they arrive.

Children enjoy playing imaginatively as they drive cars around the car mat to the different destinations. Staff demonstrate they have experience in asking open-ended questions to extend children's thinking and ideas, giving children the opportunity to respond in their own way. For example, staff ask, 'Which route would I take to get to the train station?' Children confidently give staff directions and as a result of this teaching method, children think and develop their own ideas. Staff challenge children further, encouraging problem solving and counting. For example, staff count the cars and deliberately count in the wrong order and children show confidence in correcting the mistake. Younger children enjoy focused activities, were they split from older children to spend time with a familiar adult. They do a spot the difference jigsaw together and during the activity, the staff member demonstrates she knows children well by suitably challenging them to connect the pieces, which children can do. They talk together about finding the similarities and difference when they succeed. However, missing pieces prevent children from fully completing the jigsaw, which means children do not fully succeed in what they set out to do. Furthermore, staff pack away the jigsaw as children leave, which means further extensions and challenges are not fully maximised and children's achievements are not always remembered.

Older children enjoy receiving help with their homework and challenge each other to add and subtract large numbers. They freely use the white board to write, draw and play games on the computer for short periods of time. As a result, children have opportunities to reinforce what they learn at school. During the holidays children enjoy outings within the community and trips to different attractions, all of which they help to plan. This develops children's awareness of the world around them and further enriches the activities the club offers. Staff share information with parents and update them on the progress their children are making, relative to their starting points. Staff have secure partnerships with parents because they take time to talk to them each day about the children's care, learning and well-being.

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

Staff promote children's emotional well-being very well. New children settle quickly because staff take the time to talk to them and their parents to make sure they feel secure. Staff gather information from parents to further support children. As a result, children are happy and settled and take part in the activities. Children easily form relationships with staff and with other children, even though not all attend the host school. Staff ensure children from other local schools feel welcome by showing them around and introducing them to the other children. This makes it easy for children to make the move from their classroom to the setting and helps to make sure they are emotionally secure. Children feel proud of their club and take the inspector on a tour, pointing out all the things they can do and this demonstrates how well children enjoy attending. Children play very well together and staff promote positive behaviour. For example, they listen to children and help them to talk through their problems. As a result, children calmly negotiate in a positive way and learn how to overcome challenging situations.

Children understand how to keep themselves healthy and take part in a range of activities

to promote and support their healthy eating. For example, children take part in cooking activities and make fruit kebab and salad boats. Staff further develop their understanding by encouraging children to grow their own produce to gain an understanding of where vegetables come from. Staff provide children with a healthy range of snacks and help children to make healthy choices as they plan the menu together each week. As a result, children understand about the foods that are good for us and can make healthy choices in the future. Staff have knowledge of children's dietary and medical needs, which they adhere to, in order to promote each child's well-being appropriately. Staff promote children's good hygiene routines through encouraging them to wash their hands before snack, after returning from play outdoors and after using the toilet.

Children enjoy being physically active and the club makes good use of the schools facilities in the playground. Children have space to run around, play organised sports and climb on the playground equipment. Staff involve children in the daily risk assessments to minimise potential risks and develop a good understanding of safe practices. For example, staff encourage children to identify risks outdoors, during the wet weather before they go out to play, to help them understand how to keep themselves safe. Consequently, children are learning to manage risks and are developing very good skills for the future. Parents join in with the activities as they arrive to collect their children and during this time staff talk to them about their child's day. As a result, parents are kept well-informed and say that they like how they receive updates about everything at the end of the day.

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

All staff show a good understanding of the welfare requirements of the Early Years Foundation Stage and meet these well. The manager maintains the required documentation to record accidents and administer medication. Robust recruitment procedures are in place to ensure all staff are suitable to work with children. Thorough induction ensures staff have the necessary knowledge and understanding to fulfil their role. Staff demonstrate they understand how to keep themselves and children safe including the reporting procedures for safeguarding. Staff deployment is effective to supervise and support children during their chosen activities and ensures they are safe. Staff identify hazards and quickly minimise them to prevent risks to children. As a result, children feel safe and secure at the club.

The manager takes into account the views of parents, children and staff who attend, using annual questionnaires to inform self-evaluation. This means staff are effective in seeking and implementing parents' opinions about the service they provide. The manager supports staff ongoing professional development through supervisions, during which they identify their own strengths and areas that may require further improvement. As a result, staff receive support and training to further develop in their role. This impacts positively on the care, learning and support for children. Since the last inspection the team has enhanced some of the educational programmes for children. For example, children have access to a computer to do their homework and thought is given to children who wish to relax by providing a cosy space with sofas and cushions. However, managers do not focus sharply enough on monitoring staff practice to ensure they check the resources often enough for

missing pieces. They have also not found a way to overcome the challenge of packing things away each day, resulting in children not remembering their achievements and developing pride and high self-esteem. Policies are now clearer for dealing with complaints and there is a mobile phone policy, which is effectively implemented, meaning children are suitably safeguarded.

Relationships with parents are very effective. Staff share daily information with parents through face-to-face discussions, where they update them about the activities children have taken part in. Parents are kept well-informed of their child's progress and receive regular news letters detailing the educational programmes children take part in. Staff work effectively with teacher's in the reception classes at the schools they collect children from and pass on information to parents about their child's achievement. As a result, staff update parents about their child's school day. Staff receive support from the local authority and together they set development plans to further improve the experiences for children.

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	EY362060
Local authority	Trafford
Inspection number	857654
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	30
Name of provider	Miss Gail Edwards and Miss Jill Carding Partnership
Date of previous inspection	03/03/2010
Telephone number	07717 855200

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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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