

Cavendish Out of School Club Limited

Cavendish Road Primary School, Cavendish Road, Manchester, M20 1JG

Inspection date

Previous inspection date

30/10/2014

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

- Practitioners have a good knowledge and understanding of how children learn and develop. As a result, they plan interesting and challenging activities, which match the interests and needs of the children and support the learning taking place in school.
- There is an effective key-person system in place, which supports the emotional well-being of the children and encourages them to develop their independence.
- Partnership arrangements with the parents and the primary school are well established. As a result, information is effectively shared and there is continuity of care.
- Children are protected well from harm as the manager and practitioners understand and effectively meet safeguarding and welfare requirements.
- The management team is successful in leading the staffing team. Practitioners have regular supervision, in order to build on their skills and promote consistently good outcomes for children.

It is not yet outstanding because

- There is a limited variety of food choices available to the children during snack time. As a result, some children are not fully learning about making healthy food choices.

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 indoor and outdoor environments.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager.
- The inspector looked at children's records.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the providers self-evaluation and improvement plan.
- The inspector took account of the views of the parents spoken to on the day.

Inspector

Suzanne Fenwick

Full report

Information about the setting

Cavendish Out of School Club Limited was registered in 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated on the premises of Cavendish Community Primary School, and is managed by a private company. The setting serves the local area and is accessible to all children. It operates from two playrooms and there is an enclosed area available for outdoor play. The setting employs two permanent members of childcare staff. Both of these hold appropriate early years qualifications at level 3. The setting opens Monday to Friday, during school holidays only. They are closed between Christmas and New Year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 20 children attending who are in the early years age group.

What the setting needs to do to improve further

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

- enhance the children's choice of foods at snack time, to introduce them to a variety of healthy food choices.

Inspection judgements

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

The playrooms at this setting are organised into well-resourced areas of continuous provision. Children are able to independently access resources and make choices for themselves. As a result, they are developing their independence skills. Practitioners know the individual children well in this friendly setting. Children are enthusiastic and curious learners, who are supported by skilled practitioners, who have a good understanding of how to promote children's learning and development and build on the learning that is taking place in primary school. For example, children enjoy the opportunity to play in the sand tray and explore and experiment with the additional resources that the practitioners have added, such as spades and a variety of containers. There is an effective key-person system in place. The key-person takes responsibility for recording observations as a means of assessing the children's interests and uses these effectively to enhance the environment with challenging and purposeful activities. Children are provided with plenty of opportunities to contribute to the planning of future activities through the use of a comments book. As a result, the children's interests and needs are being well met.

Practitioners are well deployed within this setting. As a result, the children are supervised and supported in the different areas of provision. Children at this setting are making good progress with their communication and language skills and are provided with endless opportunities to talk to each other and the practitioners. As a result, all children are developing into confident communicators. Practitioners are good listeners and give the

children plenty of time to share their experiences with them. During play and activities the practitioners ask the children skilful open-ended questions, which encourage the children to think critically. Practitioners provide the children with a wide range of opportunities, activities and experiences. For example, a group of children enjoy the opportunity to use a variety of mark making materials, magazine cuttings and paper to make their own creations. While another group of children prepare the ingredients to make homemade soup, with the support of a practitioner they are able to weigh out the correct measurements and chop and peel the ingredients. As a result, children are developing a wide range of skills, which helps them to become keen and competent learners who are well supported towards reaching the next stage in learning and school. Children have ample opportunities to play outdoors and are able to move in different ways as they explore the different climbing apparatus.

Children's needs are well met through practitioners' commitment to developing strong, close and effective partnerships with parents. Parents speak highly of this setting and the practitioners. For example, parents' state that their children enjoy their time in this setting and the learning experiences available to them. On entry the practitioners encourage the children to complete an all-about-me booklet, which contains important information about the children's interests, recent achievements, what they are learning at school and at home. This information is used as a starting point to plan for the child's future learning and care needs, particularly in the first few days. Therefore, the practitioners are able to support the children from the start through tailoring activities to meet these needs. Practitioners take time at the start and end of each session to discuss with the parents the activities and learning experiences that their children have been involved in. The setting holds regular family fun days where parents and children are invited in to share activities together. Practitioners use this time to talk to the parents about their children's learning and development in more detail.

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

Parents are encouraged to visit the setting prior to their children starting and each child is offered a full-session pre-visit. This ensures that each child's move into the club is smooth. Practitioners organise an adult-led activity on the first session to support children to settle in to the setting and get to know their peers. As a result, the children are developing their social skills and making friends quickly, as well as learning to play cooperatively together. The key-person system in place ensures that children are making strong attachments and bonds with the practitioners and that their emotional well-being is consistently supported. Parents are provided with a short description of the role of their child's key-person when their child joins the setting. As a result, parents have a good understanding of the key-person role and speak highly of the practitioners in the setting. Children demonstrate their sense of security as they confidently seek out their key-person and other practitioners, to share their achievements with or to request them to play games and partake in activities with them. For example, children enjoy playing card games with a practitioner, who uses praise to encourage the children. As a result, children appear to feel safe and secure within the club, which has a positive impact on their learning and development. The club has excellent links with the primary school and teachers. Practitioners support the children's move between this setting and school through establishing good relationships

with the teachers. They share important information to ensure that children's care needs are well met.

Practitioners greet and welcome the parents into the setting and share information about their child's achievements at the end of each session. This ensures that the children feel valued and cared for, and that relationships with parents remain strong. Parents and children provide information upon entry, which provides the practitioners with detailed information on the child's care routines, likes, dislikes and dietary requirements. In partnership with parents the practitioners tailor the care they provide for each individual child. As a result, the children settle into the club quickly. Practitioners support children to manage their own feelings and emotions through talking to them and offering them comfort and reassurance if they are upset or unsettled. Practitioners offer support and guidance during the children's play, offering sensitive reminders about sharing, taking turns and not climbing on furniture. As a result, children are demonstrating a secure level of understanding of the behavioural expectations and demonstrate good self-control. Children are polite and respectful towards each other, playing with and alongside their peers. As a result, the behaviour within the club overall is good.

Children are learning how to manage their own safety. They learn to use scissor with the support of practitioners who explain to the children the importance of using the tools safely. Risks are discussed with children to ensure they are developing an understanding of how to keep themselves safe. For example, they learn how to use knives and peelers safely when preparing food. Children have access to a large outdoor play area. They enjoy the opportunity to play on large climbing apparatus, during which time practitioners support the children through offering gentle reminders about how to keep themselves safe and encourage them to assess their own limits. Children are thriving in the club as they are encouraged to be independent and manage their own personal care needs where appropriate. For example, children go independently to the toilet and wash their own hands thoroughly without practitioners needing to prompt them. Practitioners support younger children by explaining to them why they need to wash their hands and sensitively reminding them to do so. Children are generally provided with healthy and nutritious food at main mealtimes. They independently serve themselves, as a result, they are further developing skills that they require during school. However, the choice of food at snack time is limited, so children are not able to build on their knowledge and understanding of healthy food or learn to make healthy choices for themselves at this time. There is fresh drinking water available at all times.

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

Practitioners have a good knowledge and understanding of how to safeguard and protect children. They are aware of their responsibilities and know what to do and who to contact in the event of a cause for concern. Policies and procedures are concise and are known by all practitioners. Practitioners have all attended appropriate safeguarding training. As a result, they have current and accurate knowledge of what to do if they are concerned about a child's welfare. The manager ensures that all practitioners regularly update and review their knowledge and understanding of existing and new policies during regular staff

discussions. Risk assessments and daily checks of the premises and equipment are thorough, which ensures that children are well protected within a safe and secure environment. Qualified and experienced practitioners are effectively deployed throughout the setting. As a result, children are constantly well supervised to ensure they remain safe. There is a robust recruitment and selection process in place. Consequently, managers have recruited a strong team who are experienced and work well together within the club. Appropriate checks are carried out on all adults who work directly with the children. There is an effective induction procedure in place for new practitioners to ensure they are fully aware of their roles and responsibilities, and those of others. The manager is committed to the continuous professional development of all practitioners. Their development is consistently reviewed during regular supervision meetings and annual appraisals. Practitioners training needs are also identified during this time. As a result, practitioners are encouraged to complete appropriate training courses to build on their skills and share good practice amongst each other.

The manager has a good knowledge of the Early Years Foundation Stage and her responsibilities in meeting the learning and development requirements. The manager is responsible for monitoring the quality of practice across the setting. As a result, the club supports the children well and contributing to them making good progress. The manager sets high standards for the quality of the provision. The manager regularly reflects on the practice and provision, she sets actions for improvement and all practitioners actively strive to achieve these, to ensure that the setting is continuously developing. The views and opinions of the parents and children are also considered in order to identify priorities for improvement.

Practitioners have a good understanding that developing strong relationships with parents and the primary school has a significant impact on the children's learning and development and the care which they provide. The manager has established effective partnership working arrangements with the primary school, which contribute to meeting the children's needs and supports them with their learning and development across both settings. Practitioners have developed strong relationships with the teachers. Prior to the school holidays, they hold discussions regarding the learning opportunities which the children have been experiencing and the children's age and stage of learning and development. Therefore, practitioners are able to ensure that children are experiencing continuity in learning and are well prepared for their return to school. Practitioners build and maintain strong partnerships with parents through taking time each day to discuss their child's learning experiences and achievements, as well as their care needs. The manager operates a clear and effective open-door policy where parents are invited and welcomed into the setting on a daily basis.

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	EY478513
Local authority	Manchester
Inspection number	977445
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	20
Name of provider	Cavendish Out of School Club Limited
Date of previous inspection	not applicable
Telephone number	07738274163

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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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