

Manchester Settlement

Manchester Settlement, 1328-1330 Ashton Old Road, Manchester, M11 1JG

Inspection date	30/10/2014
Previous inspection date	29/11/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 plan the environment very well to reflect children's interest, which means children are motivated and actively engaged.
- Staff implement the procedure for safeguarding with care and attention, which helps to keep children safe and secure.
- The key-person system is organised very well and helps to develop children's confidence and self-esteem. Staff successfully involve children in all aspects of the club.
- Staff work effectively in partnership with parents, teachers and other professionals, enabling them to meet children's needs very well.

It is not yet outstanding because

- There is further room to support children's growing understanding of healthy eating, to ensure they receive key messages about the foods that are good for them during snack times.
- Staff provide a range of suitable resources. However, occasionally some of the resources, such as the water tray, are not easily accessible to younger children, without support. This reduces their opportunities to make independent choices about their play.

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 toured the premises and observed activities throughout the club and the garden and talked with the staff.
- The inspector looked at evidence of suitability of staff members and a range of other documentation, including the safeguarding procedures.
- The inspector reviewed the providers development plans and self-evaluation.
- The inspector carried out a joint observation with the manager.
- The inspector took into account the views of parents as recorded in questionnaires.

Inspector

Helen Gaze

Full report

Information about the setting

Manchester Settlement Out of School Club opened in 2010 and is on the Early Years Register and the compulsory and voluntary part of the Childcare Register. It operates from the Roundhouse, Manchester Settlement in Openshaw, Manchester. Children are cared for in the ground floor community room, first floor open space and classroom. They have access to a computer suite and enclosed outdoor play area. The club serves two local schools during term time and the immediate locality and also the surrounding areas during the holidays. The club opens Monday to Friday during the school term, from 3.15pm to 6pm. It also opens during the school holidays from 8.30am to 6pm. Children attend for a variety of sessions. There are currently 61 children on roll, of whom 11 are in the early years age range. There are currently six staff working directly with the children, all of whom have an appropriate early years qualification. Four of the staff have appropriate qualifications at level 3. The club supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance children's understanding of healthy eating, for example, by sitting with them during snack times, to provide key messages about the foods that are good for them
- enhance younger children's choices in their play, for example, by making some of the resources even more accessible to them.

Inspection judgements

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

Staff have a thorough knowledge of how to meet the needs of all children who attend, including those with special educational needs and/or disabilities. They plan the layout of the environment very well each day to best suit children's needs and interest, and all children are actively engaged and involved. Staff have good relationships with children and newer staff get to know children by joining in their play. Children and staff work in small key groups and together they plan interesting things to do. For example, children plan a disco area with lights and music. Staff use children's ideas to provide a balance between child- and adult-led activities. This motivates children and they enjoy their time at the club. Staff support and encourage children to freely access the equipment and provide a wide range of interesting and stimulating resources, which children enjoy selecting. However, occasionally younger children require help accessing some of the resources, such as the water tray, as they are not as easily accessible as the others, reducing their

ability to choose what to do independently.

Children enjoy being creative and staff build on children's play and value their ideas. For example, children use a box to create a car. They ask staff to help them to make a rooftop and staff set about assisting them. Children acquire the skills they need for the next stage in their learning and ultimately for future learning at school. For example, staff ask thought-provoking questions to encourage them to solve problems to develop their critical thinking skills, such as 'How are we going to make a car out of these things? They then wait to see what the children come up with. Staff support children to develop their understanding of the wider world through role play, dressing up, books and resources that reflect differences. They support children in learning about different cultural festivals to help them to understand about the wider world. Children enjoy trips to support their learning and have recently visited the museum to broaden their learning experiences. During open discussion time, for children to show and tell, children talk about the things that interest them. As a result, children are developing their communication and sense of community.

Staff work closely with parents to support them in meeting children's needs. They communicate consistently with parents as they collect their children, they share their daily experiences and talk about the activities that children have taken part in. Consequently, parents are well informed about the things that happen at the club. Staff provide parents with updates from their child's school. For example, the club has set up a date sharing folder to provide parents with newsletters, updates and messages. This means that parents can access the information at the club if they do not go to collect their children from school. As a result, parents receive good information about their children at school and at the club. The staff extend parental involvement by encouraging children to take their work home and involving them in planned trips and events.

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

Staff are welcoming and friendly, as a result, children are happy at the club. The environment is inviting, stimulating and reflects children's interests very well. Staff support children through a robust key-person system and children have made secure attachments with staff at the club. Staff work collaboratively with parents and collect information from them about children's likes, dislikes, interests and routines, using this to successfully support children's individual needs and make the move to an unfamiliar setting easier. Staff positively develop children's self-esteem and confidence because they include them in all aspects of the club. For example, children take part in open discussion time and help to make the rules of the club, which supports their well-being. Staff use positive strategies to promote good behaviour and support children to negotiate calmly for what they want to play with. For example, they make a timetable with children to support them to take turns on the computer, therefore children know when it is their turn and demonstrate patience and cooperation during games. Staff praise children's positive behaviour using a reward system, where children collect marbles in a jar for good behaviour. Children look forward to receiving a prize when the jar gets full and feel proud to work as a team to reach a target. As a result, children display a positive attitude to the rules and behave very well.

Staff encourage children's independence. For example, children enjoy taking on small tasks and staff encourage and support this by allowing them to set up activities and to do things for themselves. For example, children are mostly encouraged to make independent choices in their games and activities, and they tidy away at the end of each session, showing care for their environment. However, younger children's independence is occasionally not as well supported because some equipment is less accessible, such as the water tray, which means they sometimes require help. Staff promote children's healthy lifestyles through their work with parents. For example, they discuss healthy lunchbox choices and the benefits to children. As a result, children eat a packed lunch that is healthy and nutritious with sandwiches and fruit. However, staff do not always sit with children during lunchtimes to support children's growing understanding of the foods that are good for them or to pass on key messages about healthy eating. Staff talk to parents at the end of each day and regularly pass information between teachers and parents. This supports children's needs and creates a collaborative approach to caring for children.

Staff teach children the importance of having an active lifestyle. They have developed a walking bus to and from the local schools and children enjoy the fresh air and exercise as they take part. Children regularly visit parks to climb on the larger climbing equipment, run and play organised sports, such as football. As a result, this helps them to be physically active. Children enjoy activities in the club's outdoor area and regularly become involved in chasing and running games as they try to catch and tag their friends. Staff participate in the 'Change4Life' campaign and receive resources and advice about how to engage children in physical activity. Children are taught how to keep themselves safe from harm because staff talk to them about how to do this. Staff have rules in place for children moving around the building to keep them safe. For example, children ask a member of staff to escort them when they want to go to a different part of the building, such as the toilet. This demonstrates they understand how to keep themselves safe.

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

The management team and staff understand thoroughly the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff implement these requirements with care, to create an environment that is safe and secure. Managers make sure only vetted people have sole contact with children and security is effective. This helps to keep children safe from harm. All staff attend training in safeguarding, to guide them in identifying the signs and symptoms of abuse. Therefore, staff have good knowledge of child protection issues. They demonstrate familiarity with the current referral procedures of the Local Safeguarding Children Board and know what to do if they have a concern about a child. Staff effectively risk assess the premises and equipment, for example, they check the computer suite after college students have had access. Staff plan outings and effectively involve children in the risk assessments to keep children safe and secure. Staff are well qualified and experienced. They have additional qualification in first aid to support them in dealing with accidents and emergencies as they arise. Supervision and appraisals are undertaken by the management team. These securely focus on the quality and overall effectiveness of staff practice. This, along with the arrangements for monitoring performance helps the manager to identify ways to further support staff. Therefore,

improving practice and enhancing experiences for children. New staff receive guidance from more experienced staff, which means they benefit from clear guidance to help them to fulfil their role and responsibilities.

The manager makes good use of self-evaluation, to successfully identify strengths and weaknesses. Staff have successfully implemented recommendations from the previous inspection regarding self-evaluation and updating the safeguarding information given to parents in their welcome pack. Staff engage in the evaluation process and successfully involve parents and children. Staff evaluate the environment and with children's help, plan further improvements. For example, children asked for a water jug to be kept in the fridge so that they had access to cold water, which staff promptly provide. However, some minor improvements are required to make some resources even more accessible to younger children and to further support children's understanding of healthy eating. Parents and children's views are collected through questionnaires and these are implemented to further improve practice. For example, staff include parents when updating policies and procedures and in particular the e-safety policy. Parents are invited to work with staff to choose the websites their children can browse and monitor what children print and access.

Partnership working is strong and effectively helps staff to meet the needs of all children. Staff have established direct links with the local schools and the day-to-day working relationships are well developed. Systems are in place for parents to access information from school and data sharing sheets enable parents to pass information through the club to the teachers. This helps the club to achieve further consistency for children who attend the school. Parents particularly value the activities the club offers and say that children 'enjoy spending time at the club' and 'enjoy attending outings'. Children and parents benefit from the work staff do within the local community. For example, staff provide guidance and support to help families to overcome difficult situations and hold events to engage them in their services.

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	EY408887
Local authority	Manchester
Inspection number	850951
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	61
Name of provider	Manchester Settlement
Date of previous inspection	29/11/2010
Telephone number	01616 148 448

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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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