

Ducklings @ Christchurch

Christ Church C of E Primary School, Upton Road, WIRRAL, Merseyside, CH46 0PB

Inspection date

03/11/2014

Previous inspection date

21/01/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 provide an interesting and challenging environment that meets the interests of children who attend. As a result, children enjoy their time at the club.
- Staff establish close bonds and secure relationships with children and consequently, they settle in well and have a strong sense of belonging.
- Staff understand how to manage risks and protect children's safety. They have a secure understanding of safeguarding procedures to ensure children's welfare is a priority.
- Staff establish good relationships with parents and school to promote continuity in children's care, which supports their learning and well-being.

It is not yet outstanding because

- Staff do not always include explanations of the reason for hand washing and eating healthily, so that children gain a broader understanding of how to lead a healthy lifestyle.

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 children's arrival time and activities in the indoor and outdoor play areas.
- The inspector spoke to children, parents and members of staff.
- The inspector discussed the procedures for safeguarding children with staff and viewed the risk assessments and other safety documentation.
- The inspector reviewed the safeguarding policy, as well as regulatory records, including adult qualifications and evidence of staff suitability to work with children.
- The inspector took account of the views of parents as recorded in reference letters and the club's own evaluation forms.
- The inspector reviewed the provider's self-evaluation form.

Inspector
Cath Palser

Full report

Information about the setting

Ducklings @ Christchurch was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Christchurch Church of England Primary School, in the Moreton area of the Wirral and is managed by a private partnership. The club caters for children that attend the school. It operates from a hall and there are enclosed areas available for outdoor play. The club opens Monday to Friday, all year round. Sessions are from 7.30am to 9am and 15.30pm to 6pm during term time, and 8am until 6pm during school holidays. There are currently 72 children on roll. Of these, 14 are in the early years age group. Children attend for a variety of sessions. The club employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 2, including three with a qualification at level 3. The club receives advice from the local authority.

What the setting needs to do to improve further

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

- provide children with explanations of the purpose of hand washing and eating healthily, so that they gain a greater understanding of how to keep themselves safe and healthy.

Inspection judgements

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

The enthusiastic and friendly staff provide children with a rich and purposeful learning environment that is organised to support the needs and interests of all who attend. They use their secure knowledge to regularly observe and assess children's play activities and effectively plan suitably challenging activities, which complement children's learning at school. Children are given resources, which they can use in a variety of different ways. For example, children create goalkeepers from pipe cleaners, and football pitches and castles using cardboard boxes and different materials. Staff are at hand to offer suggestions if needed, for example, as children work out how to attach different items together. Staff know when to allow children to solve problems for themselves. Consequently, children develop good thinking skills and are confident and motivated to learn. Staff provide information and communication technology equipment, such as computer games and toy rockets, which children take turns to play with and show good concentration and coordination skills.

There are areas for children to play more sedately, for example, in dens and quiet areas for them to just talk together or do their homework. There is a good balance of physical activities for children. For example, children have access to large play equipment in the park area and play football, rounders and other physical games in the shared school

playground. As a result, children play energetically and cooperate in team games. Information is shared well between the club, parents and school. This is used to plan for children's individual interests and where appropriate, to complement their time at school. The environment is planned with a good range of resources to offer children opportunities to explore and develop their imagination and creative skills, such as making models, art and creations. Children enjoy designing their own firework pictures using a range of different, colourful materials and drawing tools and concentrate as they play the guitar.

Staff engage children in purposeful dialogue and give them plenty of time and attention, showing a genuine interest in their views and opinions. For example, children talk eagerly about what they have been doing in the school holidays and discuss a recent football match they played in. Consequently, children are confident to speak about their interests and thrive as they feel listened to and valued. Children of all ages socialise very well as they sit together at snack times and during activities. As a result, they feel a sense of belonging and learn to care and help each other. Staff provide children with clear instructions, for example, as they line up to go to outside and tidy away the resources. Consequently, children develop very good listening skills and cooperate as they anticipate routines.

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

Children are supported well with their care and well-being and have very good relations with the friendly, caring staff. They invite staff to join in with their play and children are all seen to enjoy their time at the club. Children are encouraged to manage their own personal needs, for example, as they store their belongings when they arrive and use the toilet facilities in privacy. They spread the butter onto their crackers at snack time and help themselves to drinks throughout the session. As a result, children develop good independence and self-care skills. Staff promote a calm atmosphere and engage children in conversation as they sit together to eat their snack. Consequently, children feel a sense of belonging and confidence in speaking in larger groups.

There is a wide range of activities and resources available for children to choose from each day. Consequently, children show they feel secure and confident in the club. Staff encourage strong links with the school and parents. They share communication books between the club and the school to develop a good understanding of children's unique needs. As a result, children are supported well with their care and well-being and are offered continuity of care. Parents comment that their children are eager to go to the club and that children are happy and settle in well. Staff are very good role models and have high expectations of children. For example, children share and take turns and show respect to others, for example, as they wait patiently to play with activities and pass the snacks along the table. They respond quickly to staff when they are given reminders of the ground rules, for example, as they move cushions away from emergency exits. As a result, children know what is expected of them and they behave well.

Staff provide a range of tools for children to use with safety, such as scissors and staplers. Children have access to a good range of physical activities outdoors; for example, they

can use the climbing and balancing equipment, scooters and play ball games. Consequently, children enjoy playing vigorously in the fresh air and they learn a good awareness of their personal safety and risk taking. Staff are aware of each child's individual health or dietary needs and maintain clear records, policies and procedures to ensure that these are addressed appropriately. They provide children with a nutritious snack and access to milk and water throughout the session. Children follow good hygiene routines as they wash their hands independently before eating. However, staff do not always include explanations of the reason for hand washing and eating healthily, so that children gain a broader understanding of how to lead a healthy lifestyle.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are promoted well. Regulatory documentation is maintained in an orderly way and the procedures for the recruitment of staff ensure that they are suitable to work with children. This also ensures that staff have the relevant experience and skills for their role. The safeguarding children procedures fully reflect the requirements of the Local Safeguarding Children Board. Training opportunities and induction procedures mean that staff are familiar with the procedures to follow, including those regarding the safe use of mobile telephones. All staff have completed paediatric first aid and safeguarding training, and they demonstrate a good understanding of the procedures to follow should they have any concerns regarding the well-being or safety of a child. All staff handling and preparing food have attended food hygiene training and practice good hygiene procedures. For example, they wear disposable gloves and aprons, encourage hand washing and ensure surfaces are clean before children eat. This avoids cross-contamination and ensures that children's safety is promoted and care needs are well met. There is a written document of the procedures to follow in relation to complaints. Children's medical needs are documented and understood by staff, for example, concerning specific dietary requirements.

The manager and staff provide good care and a range of appropriate activities that complement the needs of the range of children who attend. Children are cared for in a spacious environment with a wide range of accessible resources. This enables children to move freely around and access a broad range of experiences. Children also enjoy direct access to outdoors in all weathers so they benefit from fresh air and physical exercise. The manager works directly with the children, providing a good role model, ensuring their individual needs are identified and met. Staff performance is regularly monitored through supervision where all aspects of the club are discussed. The manager effectively seeks and makes good use of staff, parents and children's views to identify areas for improvement, for example, they follow children's care plans to ensure their well-being is met well.

Since the last inspection, the manager has shown a strong commitment to improve the quality of practice. For example, written risk assessments are regularly reviewed and followed and staff ensure that the club's safety is maintained to keep children safe. Parents are invited to provide permission for staff to seek emergency medical advice and

treatment and fire evacuation procedures are conducted regularly, so that children know how to keep themselves safe in the event of an emergency. The management promote a rolling programme of training, which has a positive impact on provision. For example, following language and communication training, staff use effective strategies to engage children in conversation, for example, getting down to children's eye level so they can listen more effectively. As a result, children show confidence communicating with the staff and feel valued and listened to. Parents comment that they are happy with how information is shared regarding children's well-being and what they have enjoyed. They also say their children are happy and praise the friendly staff and their contributions to the settling-in procedures. Parents are kept up to date with newsletters and invited to bring in resources, such as photographs taken of children at the zoo, for the display to celebrate the club's anniversary. Partnerships with other providers and other agencies are good and staff work closely with the reception teacher to ensure continuity of care for all children who attend.

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	EY356994
Local authority	Wirral
Inspection number	878383
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	72
Name of provider	Carol Elizabeth Butler and Neil Thomas Butler Partnership
Date of previous inspection	21/01/2009
Telephone number	0151 678 5050

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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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Piccadilly Gate
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M1 2WD

T: 0300 123 4234
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