

SKIPS Out of school

Servite Parish Church, Cavendish Road, Salford, Lancashire, M7 4WP

Inspection date	03/11/2014
Previous inspection date	06/01/2011

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

- Children are provided with a safe and secure environment because staff have a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage.
- Good partnerships with parents means that they regularly exchange information to ensure that individual children's needs are met.
- Children build positive relationships with staff and children of different ages in the club. This helps them to settle quickly and feel safe and secure.
- Staff provide a range of interesting activities, which effectively support children to make good progress and develop skills for future learning.

It is not yet outstanding because

- Children are not provided with an area to sit down when they have their snacks outdoors, which results in them wandering around while eating food.
- Information gathered about children's learning in other settings is not always shared with the key person in a timely manner.

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 indoors and outdoors.
 - The inspector held a meeting with the acting manager.
 - The inspector took account of the views of parents and carers spoken to on the day of the inspection.
 - The inspector had a tour of the club with the acting manager.
- The inspector sampled documentation, including children's assessment records,
- planning documentation, evidence of staff suitability and qualifications and children's learning journals.

Inspector

Joanne Ryan

Full report

Information about the setting

Skips Out of School was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Servite Parish Centre in the Salford area of Manchester, and is managed by a limited company. The club serves the attached school and is accessible to all children. It operates from one main room and there is an enclosed area available for outdoor play. The club employs 15 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and 3. The club opens Monday to Friday, term time only. Sessions are from 7.15am until 8.35pm and 3.05pm - 5.30pm. Children attend for a variety of sessions. There are currently 80 children attending, of whom 22 are in the early years age group. It supports a number of children who speak English as an additional language and 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:

- provide children with an area to sit down and eat their snacks when they are offered them outdoors in order to allow them to eat safely
- share information gathered from schools or other settings children attend with the key person in sufficient time to allow them to create a consistent approach.

Inspection judgements

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

Staff monitor children's learning through observing children at play and identifying their achievements. They use this information to plan a range of challenging experiences. The key person works closely with parents. For example, they ensure parents are kept informed about their children's progress through regular discussions, which enables parents to continue learning at home. Children develop their physical skills through a good range of outdoor activities. For example, they enjoy playing football where they develop their co-ordination skills. Staff encourage children to share and take turns. For example, they remind children when it is time to give the scooters to the next child. Therefore, children are able to actively co-operate with each other. Staff talk with children throughout activities and engage them in conversations, which enhances their communication skills. Therefore, children are developing the necessary skills to continue in their learning at school.

Children participate in bingo, which helps them to develop number awareness. They have the freedom to choose where they want to play either in the indoor or outdoor

environment, which enables them to follow their interests and sustains their concentration. The provider has linked with the school to find out about what children do throughout the school day. However, this information is not always shared with the key person in a timely way. Therefore, while staff offer good support to children in their learning and development they do not always have full information about children's learning in other settings.

Staff gather information from parents when children first start, which enables them to offer activities around children's interests. Children with special educational needs and/or disabilities are well supported in the club. Staff pay particular attention to each child's individual needs to ensure that they support all children to make good progress from their starting points. In addition, children who speak English as an additional language are well supported. Staff know and use some basic words in children's home language and display words around the club. Consequently, children's home language is valued and this effectively supports their acquisition of English.

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

Children are eager to attend the club. Good, warm and caring relationships between key persons and children are evident. All children attend the attached school, therefore, children generally already know each other, which supports them in settling into the club. During their first visits, the key person spends time getting to know the child and gathers a range of information from the parents. Therefore, children move into the club with confidence. Staff are good role models as they interact with others and children follow their example. Consequently, children feel a strong sense of belonging and behave well.

Staff offer lots of praise and encouragement to the children and encourage them to undertake tasks independently. Therefore, children are emotionally well prepared for their next stage of learning. Staff support children's understanding of safety. For example, when children kneel up on chairs, staff ask them to sit on the chair correctly so they do not fall off and hurt themselves. Regular fire drills are undertaken and staff talk to children about the procedure to follow and what they need to do to keep themselves safe, which teaches children how to respond in an emergency. There is a good range of resources freely available to support children's development across the seven areas of learning.

Children usually contribute towards preparing their own snacks when they arrive at the club. For example, they make their own sandwiches or add the ingredients to the pasta. This supports their growing independence and understanding of a healthy lifestyle. When the weather is suitable, children eat their snacks outdoors. However, on these occasions they do not always have somewhere to sit and wander around while eating. Fresh drinking water is freely available and the food offered is balanced and nutritious, therefore, children are provided with a healthy balanced diet. The free access to outdoors means children have good opportunities for exercise and fresh air.

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

Staff have a good understanding of how to protect children from harm. This includes recognising signs and symptoms that would cause concern and knowing the procedures to follow. They keep their knowledge up-to-date through regular training and discussion. There is a detailed policy for staff to refer to, which underpins their practice. Robust recruitment procedures mean that staff are checked for their suitability to work with children. The club has a number of safety measures in place. For example, when children play outdoors they wear fluorescent jackets so they can be easily seen. Staff accompany parents in and out of the club to ensure no other adults can enter the building while parents are leaving. This contributes towards keeping children safe.

Staff undertake an initial induction which enables them to understand their roles and responsibilities. Regular supervision and team meetings are held and staff have attended additional training courses to update their knowledge and skills. For example, staff are undertaking teacher training, which supports their knowledge of child development. The regular meetings offer staff opportunities to share practice and discuss how improvements can be made. Therefore, staff are able to continuously develop their skills and knowledge. The managers work directly with the staff and children so continuously oversee the educational programme, working together with staff to improve children's experiences. Staff respond to suggestions made from others quickly implementing action plans. For example, they have addressed the recommendations set at the previous inspection. For example, they have reviewed the registration process, which means children now register as they arrive and are not waiting for a period of time.

Staff have created a display board for parents, which offers a range of information about the club. The board displays photographs of children's achievements, which enables parents to understand the type of experiences children engage in while at the club. The provider has established links with the school where children spend the majority of their time, which gives them information about children's current stages of development. However, there is sometimes a delay in sharing this information with the key person, which means they are not always fully informed about the school day. Partnerships with external agencies and other professionals are established to support children's individual needs effectively.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY272267
Local authority	Salford
Inspection number	860817
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	80
Name of provider	SKIPS
Date of previous inspection	06/01/2011
Telephone number	07535 952585

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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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