

Stay and Play

Tithe Barn Primary School, Mauldeth Road, Stockport, Cheshire, SK4 3NG

Inspection date	10/11/2014
Previous inspection date	19/05/2014

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 provide a range of stimulating activities that are based on children's individual needs and interests. These activities complement what children do during the school day.
- Children are kept safe and secure in the club as staff have a thorough understanding of their roles and responsibilities to safeguard them.
- Children's behaviour is good. This is because staff are positive role models, who develop strong relationships with children.
- Partnerships with parents are well established. Daily feedback is given to parents, which effectively promotes continuity in children's care and learning.

It is not yet outstanding because

- Children cannot access books easily, so they are not fully encouraged to read for pleasure when they want to, in order to further support the development of their literacy skills.
- At times, the organisation of the cosy area does not provide children with a quiet and peaceful area in which to rest, to further promote their health and well-being.

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 and the manager observed activities in the main room and the outdoor area.
- The inspector held a meeting with the manager.
- The inspector spoke to staff, children and parents.
- The inspector viewed the premises, toys and equipment.
- The inspector looked at policies, procedures, risk assessments and evidence of staff suitability.

Inspector

Layla Clarke

Full report

Information about the setting

Stay and Play was registered in 1997 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club operates from Tithe Barn School in the Heaton Mersey area of Stockport. It provides after school care for children, who attend the host school. The club operates from a single classroom located in the school playground along with additional space, including access to the computer suite, within the main school building. Outdoor play is provided in the school playground. The club operates from Monday to Friday, 3.15pm until 5.45pm, term time only. There are seven members of staff, who work directly with children. The manager holds an early years qualification at level 3, two staff hold level 6, one member of staff holds level 2 and three staff are unqualified. There are currently 60 children on roll, of whom five are within the early years age range. Children attend for a variety of sessions. The club receives support 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:

- enhance children's enjoyment of books and reading for pleasure by ensuring that they are able to access books freely at anytime, to further promote their literacy skills
- review the organisation of the quiet area to provide further opportunities for rest and relaxation, to further promote children's health and well-being.

Inspection judgements

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

Parents provide staff with detailed information about their child's lifestyles and interests on entry to the club, which helps to build positive relationships and supports them to get involved. Staff speak to parents regularly and ask them for feedback on activities that their children particularly enjoy. This facilitates good partnership working as staff actively use feedback from parents and include this in the planning of activities. Furthermore, staff use this information effectively to build on children's learning and to complement what children already know and can do. Staff within the club are also employed in the host school. This means that staff establish a clear picture of each child's capabilities and they are able to complement their learning at school. For example, as children in school follow an autumn theme, staff provide a variety of creative materials to allow them to create autumnal hedgehog pictures. Consequently, learning experiences are tailored to meet all children's individual needs, follow children's current interests and complement learning experiences in school.

Staff are experienced at working with children and understand how to help them to relax and initiate their own play. As a result, children are motivated, occupied and interested in the activities and experiences provided for them. Staff recognise that children have had a busy day at school. They ensure that children have a choice of being physically active outdoors or can stay indoors where they are able to be creative and talk to their friends. However, the cosy area is not well set out to encourage children to access this quiet area. As a result, children are not always provided with peaceful and inviting areas to rest. Children are supported well by staff to contribute to the club's planning of activities by sharing their ideas and suggestions. These are recorded by staff. This ensures that children enjoy activities and are able to make decisions about the types of activities, which they participate in. For example, children confidently tell visitors that they like coming to the club because 'I like to draw'.

Children are confident and talk regularly with staff and each other and are extremely happy and settled. Staff positively interact with children because they value their comments and extend their contribution to conversations by the use of open questions. This promotes children's critical thinking. Children move freely around the area and are able to choose from a variety of easily accessible resources. For example, resources are clearly labelled with pictures and words. This promotes children's understanding that images and print carries meaning. Staff provide a large variety of books for children to further promote their early literacy skills. However, the volume of books provided means that children are unable to access them easily. As a result, the book area is not used quite as effectively as the other areas. Children use a variety of tools and equipment, such as scissors, glue and wool. They enjoy weaving the wool and making glasses with glue and paper that they then proceed to wear. This promotes their creativity. Children enjoy physical games, such as den making, constructing with large equipment, ball games and large scale mark making outdoors. They delight in chasing and catching bubbles. These activities support children in acquiring their physical skills. Furthermore, children are developing the skills that they need to support their future learning.

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

Children really enjoy their time at the club and demonstrate that they feel safe. Staff undertake regular risk assessments to ensure that all areas are safe and suitable for children to play. Children develop extremely positive relationships with staff and each other. Children, who attend the club, also attend the host school, therefore, they already have an appropriate knowledge of the environment. Furthermore, a strong key-person system is embedded, which helps children to feel emotionally secure and able to move from the school into the club with ease.

Children help themselves to a range of healthy snacks, such as crackers and fresh fruit and have regular access to fresh drinking water. This provides children with opportunities to develop their independence. Staff talk to children about healthy foods during snack time. Furthermore, the club has access to a dedicated allotment where children grow their own vegetables, such as carrots, potatoes and green beans, which they make into a hearty soup. As a result, children's understanding about healthy food choices is very well

supported. Staff encourage children to wash their hands before snack time. Hand washing signs are displayed in the bathroom to further reinforce this positive message. This helps children to develop their understanding of a healthy lifestyle. Children have access to outside play opportunities in the fresh air and are supported by staff to take some risk in their play. For example, children run around and climb up onto the stage to access more play opportunities. Staff stand alongside, offering support and encouragement while allowing children to climb and balance independently.

Children behave extremely well as staff effectively role model positive behaviours. Older children support younger children. It is evident that all of the children enjoy playing together under the skilful guidance and interactions of the caring staff. Children are involved in developing the club's rules and boundaries, which are attractively displayed to inform all children and visitors of the expectations. Staff use positive language and praise children for using good manners. Consequently, children are developing confidence as the praise, which they receive, contributes to the promotion of their self-confidence and self-esteem.

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

Leadership and management are good because the manager has a thorough understanding of the requirements of the Early Years Foundation Stage. A stable and qualified staff team is supported by the manager, who ensures that all of the recruitment and vetting checks are implemented. This helps to ensure that staff working with children are suitable to do so. The manager is the lead person for safeguarding children. She ensures that all staff access child protection training to equip them with the necessary skills to keep children safe. For example, staff are confident in identifying signs and symptoms of abuse and know what to do in the event of a concern about a child. Staff conduct daily risk assessments and there are robust policies in place to deal with administration of medication. Furthermore, accidents are dealt with appropriately by qualified staff in first aid and all of the required consent forms are obtained from parents when their child joins the club.

Following the last inspection by Ofsted, where the club received a number of actions to improve and a subsequent monitoring visit, the manager has aspired to improve the club. She has successfully addressed all of the previous actions. For example, risk assessments for the premises are now undertaken and reviewed regularly to maintain effectiveness and to keep a safe environment for children. A member of staff is now deployed at the entrance to the club to prevent unauthorised access and to keep the premises secure. This results in children having a safe and secure environment to play. The safeguarding policy has been reviewed and is now in line with the Local Safeguarding Children Board. This results in children being suitably protected. Staff have received food hygiene training and children are encouraged to wash their hands before eating. This supports their health and well-being. Staff are now in receipt of regular supervision and support to further develop their personal effectiveness. This has resulted in improvements to the planning of activities, resources being well maintained and presented attractively. Furthermore, the quality of staff interaction now supports children's learning, which complements their

learning in school, indoors and outdoors. As a result, children's overall learning and play experiences have significantly improved. The club has also implemented a record to record complaints. Supervision and monitoring of the quality of practice is in place and provided by the manager and the deputy manager. This is used effectively to identify where intervention is required to support children or improve practice. This means that the manager is aware of the strengths and she is able to identify any areas for further development. For example, the manager had identified that the book area was not being used effectively and has plans in place to re-organise it.

Staff routinely liaise with the school about children's learning and development. As a result, these partnerships are strong and provide an all-round picture of children for staff, so they are able to effectively support them in their learning. Staff make parents aware of the policies and procedures when children start. They have daily conversations with parents about children's care needs and provide good quality feedback on activities that they enjoy during the session. Parents are involved in discussing children's learning through a variety of ways, which include face-to-face discussions, telephone calls, questionnaires and a suggestions box. These strategies encourage parents to share in children's development and learning experiences. Parents comment that they are extremely happy with the service provided, the friendly staff team and would highly recommend the club to others.

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	501492
Local authority	Stockport
Inspection number	981542
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	60
Name of provider	Lynn Carole Maher
Date of previous inspection	19/05/2014
Telephone number	0161 432 4941

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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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