

# La Maternelle - Pear Tree

Pear Tree Primary School, Pear Tree Field, STAPELEY, Cheshire, CW5 7GZ

## Inspection date

10/11/2014

Previous inspection date

29/04/2009

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

## The quality and standards of the early years provision

### This provision is outstanding

- The manager monitors the broad and extensive range of exciting activity programmes exceptionally well. As a result, every child participates in purposeful play and exploration and is consistently challenged to try new things.
- Partnerships with parents are highly effective. Staff ensure that parents are continually actively involved in their children's care.
- Staff comprehensively identify and successfully minimise potential risks. Their excellent knowledge of the signs of abuse and awareness of their responsibility to protect children ensures that children in their care are safeguarded exceptionally well.
- Children build very successfully on their knowledge and skills because staff use the excellent links they have with the school to plan experiences that complement they have in the classroom and ensure that children's unique needs are exceedingly well met.

## **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 outside.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a range of policies and procedures and looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of views of parents and carers spoken to on the day.
- The inspector held a meeting with the manager and spoke to staff throughout the inspection when appropriate.

## **Inspector**

Yvonne Holt

## Full report

### Information about the setting

La Maternelle - Pear Tree out of school club was registered in February 2005. It operates from Pear Tree Primary School, situated on the outskirts of Nantwich town. The children have access to the school hall, a classroom, the school grounds and associated facilities. The club operates from 7.30am to 9am and 3pm to 6pm, Monday to Friday, term time only and from 8am to 6pm during the school holidays. Children who attend the club during term time are from Pear Tree School. During school holidays it provides a holiday club service for children who attend Pear Tree, Stapeley Broad Lane and Wistaston Church Lane Primary Schools. In term time there are currently 45 children on roll, of whom six are within the early years age range. There are seven members of staff who work at the setting in term time. Six members of staff hold a qualification at level 3 or above. Two staff have Qualified Teacher Status and one is working towards a level 3 qualification. The club is registered on the Early Years Register and both parts of the Childcare Register.

### What the setting needs to do to improve further

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

- build on the excellent opportunities for children to assess and manage risk for themselves, for example, by making even greater use of opportunities presented when using large, outdoor equipment.

## Inspection judgements

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

Children have access to a vibrant and stimulating range of resources, both indoors and outside in all weathers. They make excellent use of the school hall most days, where staff and children interact in exciting group games and well thought out activities that promote excellent social skills between all age groups. There is an excellent balance of child-initiated and adult-led activities and all staff know when to allow play to flow and when to intervene, to extend children's enjoyment. For example, staff encourage children to play in mixed age groups during den making. Therefore, very young children play alongside the older children forming good relationships and developing great confidence. As children talk, they build a wide vocabulary and learn to be confident in making decisions and expressing themselves. Children have exceptional opportunities to build their skills in communication. For instance, children are elected to take part in a club council where they take ownership of how the activities are shaped and take the lead in consulting the other children in what goes on. This gives children very high self-esteem and a sense of self-worth, building on the skills they need to succeed in all learning situations. Staff value what children say and take time to offer explanations to those who ask questions or need help with problem solving. This supports children in extending vocabulary and gaining the confidence to speak up to voice their opinions and ask questions among older children and

adults.

Staff actively encourage good communication. They continually engage children in conversation, expanding their vocabulary and consolidating new words by following interesting themes in activities. For example, children are encouraged to follow their interests in fireworks as they are given opportunities to be creative in decorating biscuits and creating imaginative artwork. This results in children developing the skills and confidence to use their own creativity. Children are enthusiastic and animated at the club, which helps them to feel happy and confident. Children are given the opportunity to explore the environment as they follow their own interests. For example, some children have shown an interest in soldiers and the army so they are given the chance to further explore this through self-initiated play and through small-world play. Children enjoy being outdoors. There are excellent outdoor facilities and the playground is always available. An excellent, broad range of resources are easily accessible to the children for self-initiated play, both indoors and outdoors. For example, children practise their writing skills with a range of materials' and outdoors, they develop their coordination skills as they confidently use bats and balls to develop their physical skills. Children learn it is good to stay fit and be healthy. This provides children with the opportunities to explore their physical play and extend their thinking. Staff interacted with the children exceptionally well throughout, talking about what they have seen through the day and encouraging their imagination further. This helps the children to build on their imagination using real-life experiences and to continue to develop their very good communication skills.

Staff have exceptional communication with school and with parents. They share information about children's learning so they can complement this at the club. Parents are encouraged to be partners in learning and to share information about children's interests at home. They are very happy to do this on an ongoing basis and as a result, staff have a more complete picture of each child's needs, which means that children's individual needs are exceptionally well met. Staff demonstrate highly effective ways in engaging parents in their children's interests. For instance, all Early Years Foundation Stage children have an online activity page that parents can access & communicate through. Staff upload information about the children, celebrating their achievements and share this with parents daily. Parents use the opportunity to comment on their children's achievements and take great joy in the inclusive way this is presented. Highly-skilled staff continuously and accurately observe children, so that they know about each child's individual interests. They use this information to plan activities that support children's well-being and complement the learning that takes place in school. This means that children continue to make good progress. Staff seek out information about topics covered in the classrooms, which means that children are able to continue these themes whilst at the club.

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

All staff are enthusiastic, motivated and work exceedingly well together as a team. They aim to serve the children with a homely, well-run out of school provision where their welfare and learning needs are met exceedingly well. There is an excellent and effective key person system in place with well-established relationships between children and adults. This ensures that all children benefit from the care and attention of staff and are

happy to leave their parents and socialise with their peers. Children of all ages mix together happily and older children are very considerate of the needs of the younger ones when they are playing together. Consequently, children develop as independent, confident learners. Staff are aware of children's need to relax after school and provide a quiet area where they can sit and read or talk with friends. This means that children enjoy a positive and happy time at the club.

Staff provide a varied snack menu and children are encouraged to contribute towards this with their ideas. Children are consulted about what they would like on the menu as staff put up a suggestion list every week so they can either add their comments or older children on the club council can do it for younger children. This outstanding and inclusive practice enables staff to discuss the benefits of eating healthy food and talk about how to stay well. Also, children are provided with continuous access to outdoor play where they are encouraged to take part in physical play. This creates a supporting nurturing ethos about decision making. Consequently, children become clear about why they need to eat a balanced diet and take part in physical exercise. Good hygiene procedures and practices ensure that children are kept free from infection. For example, highly established hand-washing routines are in place helping children to develop good habits effectively. As a result, children have a good understanding about how to stay healthy and confidently manage self-care.

Staff have an excellent understanding of how to keep children safe. This is a top priority for all members of staff. Children are encouraged to take some risks in their play and provided with reminders and explanations to ensure they recognise why they need to follow rules and routines. This supports children to develop the skills to risk assess for themselves. For instance, children are reminded to tell a member of staff before they go to the toilet and are aware of the club's rules reminding each other of the boundaries. Even the youngest of children also understand and are able to talk about what to do if the building needs to be evacuated in an emergency and take part in regular fire drills. However, there are still further opportunities to help children to build on their very good skills by, for example, making use of opportunities to help children assess risk as they use large, outdoor equipment. Staff are excellent role models and consistently implement high expectations of children's behaviour in line with their policy. This results in children displaying exceptionally outstanding behaviour and being happy and secure. This is reflected in the daily practice and creates an environment where all children are welcome.

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

The manager and all staff have an excellent understanding of how to meet the welfare and safeguarding requirements. All staff undergo regular and frequent training in child protection. The policies and procedures are clear and well understood. All staff are checked for their suitability to work with children and undergo a rigorous recruitment and induction procedure. However, the turnover of staff is negligible because of the first-class support provided by the manager. Staff know what to do should they have concerns about the welfare of a child and demonstrate an exemplary understanding of other procedures,

such as whistleblowing. The manager has robust systems in place to ensure that he meets the staff-to-child ratios at all times.

The out of school club employs highly qualified staff, and all staff are further developing their qualifications as they work. This means that the manager and staff can regularly review their practice against cutting-edge ideas. Staff appreciate the wide range of opportunities to develop their skills, whether by training, mentoring or supervision and appraisal. Staff and management regularly observe each other's practice, discussing this together and looking for ways to improve. The manager involves staff, parents and children in the self-evaluation process and is continually setting targets for improvement. For example, the out of school club sends out a regular questionnaire asking 'What can we do better?' The manager also takes staff suggestions on board. As a result, the provision is being continually enhanced for the benefit of children.

Parents clearly value the out of school club very highly. They receive a wide range of information about their child's day and their achievements. Regular parents' letters and individual email arrangements mean they are well informed about their child's development and the flow of information means they always know what is planned in club. Partnerships with parents are exceptionally well established. The daily exchange of information ensures that children's changing needs are consistently met. Parents speak highly of the club and comment that staff provide 'fantastic resources' and that there is a 'wonderful atmosphere with lots of creative play'. Displays are informative and all policies and procedures are available to parents. The manager and staff fully understand the importance of working in partnership with others involved in the daily care of the children to ensure continuity in their care and learning. Consequently, the links with school are highly effective and contribute to the excellent care children receive in the club.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	EY299672
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	848863
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	75
<b>Name of provider</b>	La Maternelle Ltd
<b>Date of previous inspection</b>	29/04/2009
<b>Telephone number</b>	01270 619 300

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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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