

# Lindow Out of School Club Pre-School

Lindow Primary School, Upcast Lane, Wilmslow, SK9 6EH

<b>Inspection date</b>	01/12/2014
Previous inspection date	27/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 have high expectations of the children, they provide challenges that effectively promote their learning and the quality of teaching is good. This means that children make good progress across all areas of their learning from their starting points.
- Children are effectively safeguarded because the staff have a good understanding of their roles and responsibilities for child protection.
- The practitioners develop good relationships with parents. Parents are encouraged to share information about their children and, as a result, the pre-school is able to ensure that children's individual learning needs are met.
- The key-person system is effectively implemented. Staff invest time in listening and playing with children and have great knowledge of their needs. Consequently, children develop good self-esteem and are happy and settled in a secure environment.

### It is not yet outstanding because

- Staff do not always make use of the best places for displaying picture instructions. This means that not all children can make good use of the picture instructions all the time.
- There is scope to develop even better transition between the pre-school and the school by building on the use of a communal play space and sharing more frequent activities with the reception children.

## 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 in the three rooms and the outside learning environment.
- 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 looked at documents and 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.
- The inspector gave feedback to the manager.

**Inspector**  
Yvonne Holt

## Full report

### Information about the setting

Lindow Out of School Club Pre-School is privately owned and managed and was registered in 2004 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of a number of settings owned by Superkids Ltd. The setting currently only offers a pre-school provision and operates from three rooms within Lindow Primary School in Wilmslow, Cheshire. All children share access to a secure outside play area. The pre-school operates Monday to Friday, from 9am to 3pm, term time only. There are currently nine children on roll who are within the early years age range. The setting supports children who speak English as an additional language and is in receipt of funding for early education for three- and four-year-old children. The setting employs three members of staff who hold appropriate qualifications at level 3 and receives support from a local authority.

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

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

- make more use of opportunities to share activities with the Reception children in a shared play space
- build on the good use of picture instructions for children by making sure they are placed where all children can see them clearly. For example, place hand washing pictures where children can see them whilst washing their hands.

## Inspection judgements

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

Staff create a welcoming environment for children coming into the pre-school and the quality of teaching is good. They gather a good range of information about each child's background from the parents during the settling-in process. This information includes details on their starting points in learning and any other needs to be considered. Staff make regular observations and assess children throughout the day. They make observations of children, which cover all areas of learning, and these are used to inform their planning for children's next steps. Staff ensure that parents are kept well informed about their children's next stage of learning, as they share with them the development files with the observations they have recorded. Parents' value the feedback that is given to them from the staff, with regards to their children's progress, as well as what they have done during the day. They enjoy being included in their children's day as they talk about their achievements. Parents are invited to take activities home and extend what their children have been doing at pre-school. This gives them the opportunity to be involved in the pre-school activities and share good information about their children's learning. This

consistent approach to sharing information about children's learning helps promote continuity between the pre-school and home. As a consequence, children are well prepared for their next stage in learning, such as school. Children have access to a large interesting shared play area that is in the school grounds, with a variety of physically challenging equipment. However, there are opportunities to develop more interactive activity sessions with the Reception children to further support children in their move to school.

Staff provide children with age-appropriate, stimulating and interesting activities, which are differentiated to provide them with appropriate challenge relevant to their abilities. This enables children to choose activities, which promotes their all-round learning and development. Staff encourage children to explore and investigate during self-initiated activities. For example, as children enjoy playing with balls and hoops in the outdoor play area, staff use this opportunity to develop children's language by encouraging them to use extended vocabulary, such as words like spinning and rolling, bigger and wider. Children's mathematical skills are also promoted as children recognise which numeral their hoops fall on during play. This means that children who learn better outdoors are able to do so as part of their daily routine. Staff have an effective understanding of how to support children through the use of thoughtful questions and engaging activities. There is a well-resourced book corner where children can sit and listen to stories being read by staff or just read a book by themselves. This helps to develop children's interest and understanding of print as they see words and pictures linked together. Staff are skilled at supporting children who have English as an additional language. There are lots of picture instructions around the pre-school for children to see. This results in children who have English as an additional language gaining a better understanding of routines and being confident to be independent. Staff repeat language and provide examples of correct terminology. They make use of their training and knowledge, gained from qualifications, to support the children's acquisition of a new language and offer support to parents. As a result, all children are making good progress in their communication and their literacy skills.

Staff provide activities to help children learn to share and take turns. For example, the provision of large blocks encourages children to play alongside each other. Children make things together, for example, they make a tower, to which they add the small-world toys, such as cars, dinosaurs and animals. Staff respond to children's interests well. For example, during speaking and listening time, children show excitement as they listen to where children have been and look at photographs taken of them on their journey. This activity encourages the children to develop their communication and language further as they are given opportunities to ask questions and discuss the topics. This allows children to extend on the language they already have as they use a variety of words and sentences. For example, children tell the staff 'it was very big and went very fast' or 'You can see it from the window and it has antlers'. This activity also helps children who may need additional support developing their speaking and language skills. This teaches them skills that support their future learning. Staff provide a good range of resources for children to explore during their time at the pre-school. They talk to children during their play and ask questions that encourage them to think. They talk about how many plates and cups there are at snack time, counting them together. The staff take every opportunity to extend children's mathematical awareness further by including mathematical language in their conversations, to encourage children to use their own

thinking skills and work things out for themselves. For example, children are taught how to use their fingers to find out how many children there would be if there were two more than six. The support for children's mathematical development is a key strength in the pre-school.

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

There is an effective key-person system in place. All the children who attend the pre-school are assigned a key person and this information is shared with the parents when the children start. This eases children's move into the pre-school and their ongoing care and development. Children are taught about healthy eating, as they are served potato cakes, crackers and fruit at snack time. They talk about how milk is good for them and how it gives us strong bones. They show high levels of independence as they competently pour their drinks. Therefore, children are developing their personal independence skills and learning about healthy lifestyles. All children are encouraged to wash their hands after taking off their coats by themselves and are reminded about why they need to wash their hands and are able to say that they are 'washing the germs away'. However, in some areas pictures regarding hand washing, which help to reinforce all children's understanding, are not always in a place and/or easy to see by all children. Staff act as good role models to children and, as a result, they respond well and their behaviour is extremely good. Children routinely take turns and share with their friends and support each other during chosen activities. They say 'please' and 'thank you' at various times in the session. Children are given plenty of praise for their own achievements, for example, when they make choices for themselves or listen well to the staff. Children smile when they hear the positive praise being delivered. This helps to build children's self-confidence and self-esteem.

Staff allow children time to be independent and to do things for themselves, such as finding their own coats on their pegs for outdoor play, which they confidently put on by themselves. There is constant praise to be heard, which motivates children to have a go and gives them time to achieve what they have set out to do. As a result of this, children are encouraged to be active in their learning and develop their own skills independently in preparation for moving to school. Staff recognize children's different levels of development by adjusting activities to meet all needs. For example, when doing a foot painting activity, children, who are able, count the number of feet while others are able to count the number of toes. Other children are able to discuss what we do with our feet and what we would do if we did not have feet. Staff provide a range of inclusive resources for children to play with, such as dolls in wheelchairs. This results in children being made aware of other children's differences at an early age.

Outdoor play is available at each session so children can further learn about developing healthy lifestyles. Children have access to the school grounds, which gives them a feeling of freedom to run and play in a safe environment. Two obstacle courses, with one a more advanced course, does not limit the more able children, who benefit from having a more challenging area. This gives children the opportunity to reach their optimum best, while allowing them to develop at their own rate, gaining confidence and self-esteem. Children

learn to keep safe and to take risks as they explore the environment. They balance on apparatus, such as logs and tyres. Staff remind them to be careful and that the logs can be slippery, for example, when they say 'hold the chain if you feel wobbly.'

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

The management team have a strong understanding of the safeguarding and welfare requirements, making sure that staff safeguard children's well-being. A comprehensive range of policies and procedures underpin staff practice and help to further ensure children's welfare. Reviews of all documentation are regular and the folder is easily available for parents to read. During discussions, staff clearly demonstrate their understanding of procedures to take should they have any concerns about children in their care. Staff supervise children well at all times. There are rigorous recruitment procedures for all new staff, to ensure they have suitable experience and qualifications to work with young children. All staff receive good levels of induction training when they begin work at the pre-school. Staff put children's safety first. The procedures for collection and arrival times are good and staff rigorously monitor the doors at these times, ensuring that children are safe and secure. Staff keep thorough attendance records to show which children are on the premises and who collects them. Stringent security systems ensure that visitors cannot enter unless staff allow them access, all undergo identity checks and signing-in procedures. Risk assessments are thorough with regular reviews and the management promptly address any hazards or concerns. Records for medication, accidents and incidents are comprehensive. These meticulous procedures help to ensure that the pre-school is a welcoming, safe and stimulating environment for children to enjoy.

The manager has good systems in place to monitor the learning and development programmes. This includes the scrutiny of assessment records, to ensure equality of opportunity for all children. Additionally, the manager regularly observes staff as they interact with children, meeting with them individually. Staff have good opportunities for further professional development. Appraisal systems are thorough, effectively helping to identify their future training needs. These processes strongly promote good quality practice and help to ensure the best outcomes for children.

The leadership and management have a priority focus on ensuring the pre-school's continuous improvement. Thorough processes of self-evaluation include the views of staff and parents, enabling the clear identification of the strengths and weaknesses. During discussion, the manager explains further development plans, which illustrates her strong commitment towards setting challenging targets for future improvement. The pre-school has effective links with local primary schools. Staff meet together to share children's learning and development needs, and any additional support strategies involving external specialists, so gaps are closing for children who started with lower starting points. These processes help to ensure the smooth transfer for children as they move between their educational phases. During discussions, parents comment on the high quality care and attention that staff provide. Parents feel that they receive good quality information about

their child's progress and time in the pre-school and staff are very approachable and receptive towards their suggestions.

### **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

<b>Unique reference number</b>	EY280233
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	861038
<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>	24
<b>Number of children on roll</b>	9
<b>Name of provider</b>	Teresa Ann Clark
<b>Date of previous inspection</b>	27/01/2011
<b>Telephone number</b>	01625 582555

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

