

CAPE

Heswall Primary School, Whitfield Lane, Wirral, Merseyside, CH60 7SB

Inspection date	15/12/2014
Previous inspection date	13/07/2012

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 a broad and varied curriculum, which children enthusiastically engage with. Consequently, children are keen and motivated to learn.
- Children's emotional well-being is effectively fostered and they benefit from friendly and caring relationships with staff as the key-person system is well implemented.
- The provider has completed an accurate self-evaluation form and introduced targeted plans to drive improvements for the provision further. Consequently, she and her team demonstrate the capacity to sustain improvement.
- The provider has implemented robust safeguarding procedures and all staff demonstrate a strong understanding of how to respond in the event concerns arise about a child's welfare. Consequently, children are kept safe from harm.

It is not yet outstanding because

- Staff do not always use robust information sharing arrangements with other providers, in order to ensure that they can complement and enhance children's learning from school further.
- Staff do not make the most of opportunities to support younger children's turn taking and cooperative play. Consequently, children's understanding of how and why they must take turns, is not maximised.

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 spoke with staff at appropriate times during the inspection and met with the provider to discuss the self-evaluation form.
- The inspector took into account the views of parents and children spoken to during the inspection.
- The inspector sampled children's learning records and observed activities in the indoor and outdoor area.
- The inspector reviewed the evidence of staff's suitability to work with children and sampled their qualifications, including paediatric first-aid certificates.

Inspector

Lauren Grocott

Full report

Information about the setting

CAPE was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within designated rooms in Heswall Primary School in the Wirral and is managed privately. There is an enclosed area available for outdoor play. The provision employs four members of childcare staff. Of whom, two hold appropriate early years qualifications at level 3. The club opens Monday to Friday, term time only. Sessions are from 7.30am until 9am and 3pm until 6pm. Children attend for a variety of sessions. There are currently 60 children attending, of whom nine are in the early years age group.

What the setting needs to do to improve further

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

- enhance the communication strategies between the club and other providers further to promote an even more robust and continuous approach to complement the learning children receive at school
- increase the good variety of strategies already available to enhance younger children's understanding of turn taking and cooperative play further, for example, by using visual aids, such as sand timers or clocks.

Inspection judgements

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

Staff know children well as they complete regular observations of their play, in order to provide children with learning experiences, which engage and stimulate them. Staff share information about children's learning verbally with other providers. However, they do not always use robust information sharing arrangements, in order to ensure that they can complement and enhance children's learning from school even further. Despite this, children are still effectively supported to make good progress as staff observe and assess their learning and record this accurately. This means that staff can identify areas of development that may be less advanced than expected and secure interventions for children where necessary. Staff use information from their own observations, parents and information discussions with other providers to plan activities, which extend children's existing skills and interests. Parents are kept well informed of children's activities and learning as staff have recently begun to share these electronically. Parents provide meaningful information about children's development when they first begin attending the club and staff use this to shape the educational programme for each child. Therefore, staff are effectively promoting a consistent approach between children's learning at home and the club.

The skilled staff team provide a broad and varied curriculum, which children enthusiastically engage with. Staff listen to children's ideas about what they would like to do during the session and provide exciting planned activities. For example, staff provide large torches, so that children can read books in tents in the outdoor area when it is dark. Children can access the outdoor area in all weathers as there is a canopied area available to them as well as the wider garden, which has large apparatus and physical play equipment. They splash and explore quantities by pouring water between different containers and through funnels. Staff ask children good quality questions to encourage them to think about what they are doing, which successfully promotes their critical thinking skills. Children play on computer console games and this becomes a physical activity as they move their whole bodies to control the action on the screen. Younger children and older children mix to play physical group games in the school hall and outdoor area or to relax at the end of a long school day. Children use their creative skills to make crafts and artwork, which they proudly display on the wall in the pre-school room. As children are given ownership of many kinds of activities, which they can access, they are keen, motivated to learn and gain the skills needed for their next stage in learning.

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

Staff do not make the most of opportunities to support younger children's turn taking and cooperative play. They have considered the ways, which they can help children to understand how and why they must learn to take turns, for example, by using a list system when a number of children wish to access popular resources. Some of the younger children do not always benefit from this as they are reliant on staff to tell them who is on the list and when their turn will be. Consequently, children's understanding of how and why they must take turns is not maximised. Despite this, children's behaviour is good. Staff make their expectations of children's behaviour clear. Also, when older and younger children interact, they demonstrate kind and helpful behaviour. Staff act as good role models for children and intervene sensitively where they disagree, so that they have opportunities to raise their concerns and be listened to. Staff also consider the arrangement of the room and resources to ensure this effectively supports independent play for children who do not wish to play closely with others.

Children's emotional well-being is effectively fostered. They benefit from friendly and caring relationships with staff as the key-person system is well implemented. Staff build good relationships with children and this is evident as they confidently enter the welcoming club and greet them in a friendly way. Staff build good relationships with parents when children first begin attending and ask them to provide meaningful information about their child. This enables staff to effectively support children as they settle-in by providing familiar or favourite resources to engage children. Equally, staff share information about children's care needs with other providers, so that they can effectively foster children's physical and emotional well-being as they move between settings. Staff provide good support for children to develop their independence as they follow the daily routines independently, for example, as they help themselves to a healthy snack. Staff remind children to wash their hands and they are confident in undertaking

these routines independently. When staff provide snacks that are not part of the usual healthy snack menu, for example, during festive celebrations, they talk to children about the difference between healthy and unhealthy foods to enhance their understanding of making healthy choices. As a result, children are very well supported in developing the key skills, which they require to prepare them for life at school.

Children's sense of their own safety is very well supported. Staff create a warm and welcoming environment for the children with a variety of resources, which are clean and attractively arranged. Children can access all of the resources independently, which are in good condition and therefore, safe for use by them. Children also have free-flow access to the outdoor provision to promote their physical health further. They learn about taking safe risks through the variety of games and activities, for example, by using physical equipment in the outdoor area or as they play group ball games. Staff skilfully involve children in considering hazards in the environment and talk to them about how they might minimise these. As a result, children demonstrate a very good understanding of their own safety and that of others.

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

The provider has completed an accurate self-evaluation form, which identifies a number of areas for the club to focus on, in order to improve. She has devised targeted plans to drive the improvements even further and is regularly monitoring and assessing the effectiveness of the changes that have already been made. The provider considers the views of staff, parents and children and seeks these regularly to review the quality of the provision and assess whether further changes are required. Consequently, she and her team demonstrate a strong drive to make and sustain improvements. The provider ensures that all staff receive regular and effective supervision meetings. Staff feel well supported as they have opportunities to talk about the club, make suggestions for improvements and access training to help develop their knowledge and skills further. The provider is pro-active in arranging her own training for staff when they cannot access support from external training providers. This means that she ensures staff are fully aware of their responsibilities and receive good quality, continuous professional development opportunities, in order to enhance the good quality of practice further.

The provider has implemented robust safeguarding procedures and all staff demonstrate a strong understanding of these. All staff have a very good awareness of the signs and symptoms of potential child abuse and confidence in following the procedures, in order to report their concerns. This is because the provider has supported the staff team to attend management level safeguarding training. Consequently, they have a strong knowledge to enable them to keep children safe from harm. Staff also complete daily risk assessments of the areas used by the club and involve children in ongoing risk assessments, so that any hazards are quickly identified and minimised. The provider follows robust recruitment and vetting procedures to assess staff's suitability to work with children. The provider updates the vetting and suitability checks for each staff member and asks them to sign a declaration of their health and suitability annually, in order to continually assess the

procedures that are in place to keep children safe from harm.

The provider has a good understanding of her responsibilities with regards to the learning and development requirements of the Early Years Foundation Stage. Staff continue to conduct their own observations and assessments of children's progress, in order to identify any gaps in their learning. They ensure that parents are well informed about children's learning by sharing information with them electronically. This means that they can promote a consistent approach to any areas of development that may be less advanced. Parents report that their children are very happy at the club and they feel well informed about their learning. They are extremely happy with the quality of the service, which they receive. The provider has developed good working relationships with the host school and other providers. Staff conduct their own observations and assessments of children's progress. Consequently, they provide effective support for children to develop the attitudes, skills and dispositions required to prepare them for their next stage of learning.

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	EY286949
Local authority	Wirral
Inspection number	877735
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	60
Name of provider	EJF Associates Ltd
Date of previous inspection	13/07/2012
Telephone number	07950532078

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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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