

C.A.L.M.S. (Care at Leyland Methodist School)

Leyland Methodist Infant School, Canberra Road, Leyland, Preston, PR25 3ET

Inspection date	17/12/2014
Previous inspection date	26/03/2009

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

- Staff actively listen to children's views and opinions and plan rich learning experiences around their interests. Consequently, children have fun and enjoy their time at the club.
- Children settle easily due to close bonds established with the friendly and welcoming staff.
- Children are kept safe from harm because staff have a secure understanding of how to manage risks and protect children's health and safety.
- Staff establish good relationships with parents and school to promote continuity in children's care and as a result, their needs are well met.

It is not yet outstanding because

- Staff do not always provide opportunities at snack times to fully support children to develop their self-care and independence skills.

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 children's arrival time and activities in the indoor and outdoor play areas.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the provider and manager of the club.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the club and a range of other documentation, including policies and procedures.

Inspector

Cath Palser

Full report

Information about the setting

C.A.L.M.S. (Care at Leyland Methodist School) was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Leyland Methodist Infant School in Leyland, Lancashire and is managed by a committee. The club is accessible to children who attend Leyland Methodist Infant School. It operates from the school hall and there is an enclosed area available for outdoor play. The club opens Monday to Friday during term time. Sessions are 8am to 9am and 3.15pm to 6pm. There are currently 72 children on roll, of whom 38 are in the early years age group. Children attend for a variety of sessions. The club employs 12 members of childcare staff. Of these, three hold appropriate early years qualifications at level 2, two hold level 5 and three hold level 3. The club receives support and advice 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:

- embed the already strong focus on fostering children's self-care and independence skills, for example, by giving them opportunities to help prepare their own fruit at snack time.

Inspection judgements

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

Staff provide children with a good range of stimulating and challenging activities that meet the needs of all children who attend the club. They know the children well and establish their interests and what children enjoy, from their first day. Children have free access to a wide range of toys and resources that help them to explore and develop their imagination and creative skills. For example, they decorate the role-play area with tinsel and make their own den using the cargo net and chairs. Staff provide children with a good range of craft materials and pictorial guides for them to use if they wish. Therefore, children develop good early reading skills as they follow the pictures and accompanying print. Staff talk about the properties of the different materials and ask children how they can stick them together. As a result, children are inspired to make their own creations and develop good problem-solving and critical-thinking skills. Children play with enthusiasm and confidence and are self-motivated, gaining good skills for their future learning.

Staff communicate and interact with the children, for example, as they sit with them during their play. Consequently, children are confident to speak about their interests and opinions and they thrive as they feel their views are listened to. Children are supported well with their personal, social and emotional development skills as staff encourage them make friends and play cooperatively together. The good range of resources offered

throughout the club provide children with opportunities to become physically active. For example, outside in the dark, staff provide torches for children to wave in the air and hold as they cycle around. Children show good balance and coordination skills as they carefully negotiate around each other. They have access to large wooden play equipment and a sheltered sand pit that children can use in all weathers. Children show good dexterity and fine motor skills as they carefully spoon the glitter and write their names on their pictures.

Staff give high priority to working in partnership with parents. They invite parents to discuss children's interests and abilities and keep them well informed about their day, including what they have been doing at school. Staff do their utmost to provide interesting and attractive activities. For example, they offer weekly clubs, including tennis, dance, French and science. They share recipes with the parents that children have used in their cooking club, to help parents to support children's learning at home. Parents are actively involved with fundraising events and celebrations and they speak highly of the good variety of activities offered, which complement children's day at school.

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

The environment is safe and welcoming with a variety of good quality resources indoors and an outside space that is well managed and resourced. Staff have very good relations with the children, who regularly invite them to join in with their play activities. As a result, children are confident, emotionally secure and settle in well. Staff have high aspirations of the children and reinforce good behaviour by offering clear and consistent instructions of expectations, praise and respect. Consequently, children behave very well and play well together. Children express their own ideas and use their imaginations as they build towers and models using the construction blocks and dress up in the role-play kitchen.

Children learn to pick up resources to avoid tripping hazards, and consequently, they show a good awareness of their personal safety. They use equipment with care, for example, as they use the scissors at the craft tables. Children manage their own personal needs, for example, as they hang up their coats and belongings. They wash their hands before snack time and tidy away their dishes. However, staff do not always use snack time to fully promote children's self-care and independence skills, for example, by providing opportunities for children to prepare their own fruit. Children contribute towards the planning of the healthy and nutritious snacks and learn about healthy foods and the reasons for hand washing. Snack time is a social occasion where children sit together in a relaxed atmosphere, and consequently, children show they feel secure and confident.

Staff encourage strong partnership working with parents, and consequently, children are supported well with their care and well-being. Parents are invited to share information about children's interests, care needs and routines when they first start. This enables staff to offer experiences that are tuned in to their individual needs and interests. Parents comment that their children are keen to go to the club and they enjoy the variety of creative and physical activities. Children arrive with confidence and enthusiasm and all engage in activities of their choice. Parents and children are given plenty of time to visit the club before they start, and consequently, children settle in quickly. Staff encourage strong links with the school and nursery and there are effective systems in place to ensure

relevant information is shared with parents. Parents comment that staff always find time to talk to them daily about their child's day and they are happy with the information they receive. For example, parents are informed about any accidents or incidents that have happened at school. Detailed risk assessments are carried out by the staff to identify and minimise potential risks. As a result, the contribution to children's well-being and safety is good.

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

Management has a good understanding of their responsibilities and a range of procedures and policies support children's health, safety and well-being. Effective risk assessments are reviewed and followed daily to help the staff to keep the club suitable and safe for children. The premises are suitably maintained and kept clean, and staff demonstrate good hygiene practices. There are appropriate systems to check that staff are suitable to work with children. Regular training ensures that staff understand child protection procedures and act appropriately to safeguard children. The safeguarding procedures fully reflect the requirements of the Local Safeguarding Children Board and the relevant contact numbers are clearly displayed around the setting for staff to see. Staff know the procedures regarding the use of mobile phones and cameras and there is a written statement of the procedures to follow in relation to complaints. Most of the staff have completed relevant paediatric first-aid training. Consequently, children's health and safety are protected.

Staff provide good care and a range of interesting activities that complement the interests of the range of children who attend. Children are offered lots of choices of what to play with and they move around freely to access the good range of resources. Effective systems are in place to evaluate what is working well and areas for improvement. Management regularly seek the views of staff, parents and children in their drive for improvement. They implement suggestions, for example, following ideas from parents, they have introduced weekly clubs for children to take part in, such as dancing and tennis. Staff invite children to contribute ideas for the healthy snack menu and to help plan the daily activities and fundraising events. As a result, children feel valued and a sense of belonging.

Management encourage strong links with other providers to support children's well-being, and parents are offered suggestions to support children's learning at home. Parents praise the friendly staff and their contributions to the settling-in procedures. They are kept up to date with daily discussions and newsletters to foster the good relationships. Parents comment that they are very happy with the information shared with them and the good range of experiences offered to children to complement their time at school. The club receives support and advice from the local authority. Consequently, staff make a strong contribution towards children's well-being and enrich the good quality provision provided to meet the needs of all children who attend.

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	502192
Local authority	Lancashire
Inspection number	869161
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	77
Number of children on roll	72
Name of provider	C.A.L.M.S. Committee
Date of previous inspection	26/03/2009
Telephone number	01772 431 914 Mob 07773 531157

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

