

Stay and Play Out of School Club

Norden CP School, Shawfield Lane, Rochdale, Lancashire, OL12 7RQ

Inspection date

17/12/2014

Previous inspection date

15/09/2009

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 have an effective understanding of how to support children in their learning. Children enjoy taking part in activities and exhibit high levels of confidence.
- Staff have a good knowledge of effective safeguarding practice and understand the procedures to follow should they be concerned about a child's welfare.
- The leadership and management of the setting is good. Effective systems of selection and recruitment are in place and staff undertake self-evaluative practice to continually develop the service.
- Positive relationships are evident between children and staff. Staff involve children in decision making and meet their care needs well. Children are settled and happy.
- There are good partnerships in place. Regular exchanges between staff and parents have a positive effect on offering a continuity of care in order to meet children's needs.

It is not yet outstanding because

- Planned activities do not always offer age appropriate challenge to fully support children's emerging and developing skills.
- Opportunities for children to consistently develop their independence skills at snack time are not yet embedded in practice.

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 community hall.
- The inspector spoke with children, parents and staff during the inspection and took into account their views on the provision.
- The inspector undertook a joint observation with the manager.
- The inspector looked at children's records, the planning documentation, evidence of the suitability of adults working in the setting and a range of other documentation, including self-evaluation and action plans.

Inspector

Elisia Lee

Full report

Information about the setting

Stay and Play Out of School Club was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the community hall at Norden Community Primary School in the Norden area of Rochdale. Only children from the school attend. The club is privately managed. Children have access to a secure outside area. The club employs five members of childcare staff. Of these two members of staff hold appropriate early years qualifications at level 3 and three members of staff are unqualified. The club opens Monday to Friday, term time only. During term time, sessions are from 7.30am to 8.30am and from 3pm to 6pm. The club serves children from the school during term time. There are currently 80 children on roll, eight of whom are in the early years age group and attend for a variety of sessions. The club supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure that planned activities offer differentiation and sufficient challenge to fully engage all children at their varying ages and stages of development
- extend opportunities for children to develop their independence skills at snack time.

Inspection judgements

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

Overall, children's engagement and participation in the club are supported well. Staff have a good knowledge of the Early Years Foundation Stage and plan a range of activities, which build on children's interests. Children are supported by staff using effective questioning. For example, children use construction blocks to build different models. Staff ask questions to prompt children to think about how many bricks they have and how many more they will need to build taller structures. Conversations are meaningful and support children in developing their knowledge. For example, younger children enjoy playing with small figures and negotiating their own play scenarios. Staff ask children about their play and what the different characters are going to do. As a result, children's communication and language is well supported. Staff show a genuine interest in children's play. They play with children at their level, either by sitting with them as they play board games or supporting them as they access a games console. Children are engaged in activities and interactions between staff and children are positive.

Staff have a good understanding of children's likes, dislikes and interests. This information is gained through children completing an All about me document prior to starting at the

group. This means that staff are generally able to recognise children's likes and interests and incorporate these into planned activities. Staff observe children as they play and celebrate their achievements. There are strong partnerships in place with staff from the school. For example, staff liaise with school's staff if they have concerns about children's developmental stage or behaviour. As a result, children's care needs are well-met and they are well prepared for future stages in their school life. In addition, club staff liaise with teaching staff to discuss planned activities at school. This means that planned activities complement the learning children undertake in school. However, some planned activities do not always allow for differentiation to fully support the varying range of skills between younger and older children. This results in some younger children waiting for adult direction with their games and older children lose interest in some craft activities that are not challenging enough. Children with special educational needs and/or disabilities are effectively supported through staff liaising with parents, school teaching staff and other professionals, to offer a consistent approach in supporting children's individual needs.

Parents are made aware of what their child has enjoyed at the club, as staff speak with parents on a daily basis and parents access a social media page. This highlights activities children have enjoyed so that, if children wish, they can continue these activities at home. As a point of interest, the club uses a bear that lives in Sweden with one of the staff's family members. Children at the club receive regular letters and videos messages from the bear. This further extends children's interests and knowledge of the wider world. The club values the contribution of parents and uses regular questionnaires to ascertain the views of parents in developing the service. Parents are well informed about the activities their children take part in and enjoy, which means that they have information to help them to guide their children's interest's and learning at home. In addition, staff support children to complete school homework and read school reading books while at the club. This allows meaningful information to be shared about children's achievements and interests.

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

Children's emotional well-being is well supported in the setting. Staff talk with children and nurture their needs well. For example, staff ask children the resources they would like to play with in the club. Staff consistently listen to children's views. For example, when budgets allow, children are consulted on the purchase of resources. In addition, children complete questionnaires on things they would like to change in the club. This involves children in decision making and allows children to have ownership of the club. Children are encouraged to express themselves and freely initiate their own play. For example, children make their own Christmas cards and enjoy playing with a wide variety of board games. Relationships with staff are relaxed and positive and this means that children's personal, social and emotional development are well-supported.

An effective key-person system is in place. All staff know children well and children are confident in talking with all members of staff should they need support. Children are settled and confident within the group and there is a good balance of a relaxed environment with clear expectations of children. Behaviour is good. Children listen carefully to staff and respond to instructions. For example, children are reminded to walk indoors and not to use pieces of furniture within their game of hide-and-seek. Staff use

effective strategies to support behaviour. For example, staff clap their hands when they wish to gain children's attention and speak in a calm voice. Children's understanding of safety issues is consistently promoted. For example, children take part in regular emergency evacuations of the building and use tools, such as scissors. Children's independence skills are generally supported well. For example, children initiate their own play, use the bathroom and help to tidy away resources at the end of the session. However, when children eat snacks, opportunities to be independent are not fully promoted. This is because staff prepare all food and drink, rather than consistently encouraging children to do this for themselves. This limits opportunities for children to build on their independence and self-help skills.

Children learn about healthy lifestyles. They enjoy outdoor play, take part in music and movement sessions and are provided with a range of healthy snacks. There are a range of fresh food options offered during snack time, which are healthy and nutritious. The club has achieved a local authority healthy eating award. Children have the opportunity to taste different foods. For example, children take part in food tasting at Chinese New Year. This supports children in developing a greater awareness of the importance of following a healthy lifestyle. Children enjoy using the school grounds and climbing equipment, which builds on children's physical skills. Children are supported through times of change. For example, staff collect younger children from school after the school day. Staff liaise with teaching staff when children are new to the club to understand their needs and to support them in feeling settled and secure.

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

Staff's understanding of effective safeguarding practice is good. Staff are aware of the correct procedures to follow and the agencies to contact should they be concerned about a child's welfare. There is a safeguarding policy in place, which supports good practice and helps with the safeguarding and welfare of children. Safeguarding practice is effective. For example, visitors' identification is checked and staff ensure that they open the door individually to all parents and visitors. Documentation adheres to current requirements. For example, session registers are undertaken, accidents and the administration of medication are effectively documented and there are regular emergency evacuations. There are good recruitment, vetting and induction procedures in place to ensure that adults caring for children are suitable. For example, students are never allowed to be alone with children unless a permanent member of staff is present. Risk assessments and daily safety visual sweeps are carried out to identify and help minimise risk to children. Staff are aware of the need to consistently revisit procedures in order to support children's needs. For example, staff have recently developed procedures for supporting children who have limited mobility to access the club.

Staff have appropriate early years qualifications and attend training events to support their continued professional development. This impacts positively on children's learning as it means that staff have current knowledge of effective practice. Staff have recently attended training on safeguarding children, first aid and undertaking effective risk assessment. The group is owned and managed by two managers who monitor practice

through daily discussion, regular staff meetings and appraisals. The managers offer on-the-spot mentoring to staff and reflect on activities, to ascertain if they have been successful in enriching children's learning. There is effective self-evaluative practice in place. All actions and recommendations from the previous inspection have been addressed. For example, managers ensure that unqualified members of staff receive in-house training on the Early Years Foundation Stage during staff meetings. This means that all staff are now more aware of the needs of younger children attending the club. The views of children and parents are gained through questionnaires and managers ensure that suggestions for improvement are addressed. For example, menus for the breakfast club have been reviewed and now include options for different breakfast cereal. This is due to a direct comment from a parent's questionnaire.

Partnerships with staff from school are good and contribute to supporting children's needs. Staff are happy to pass on any messages to parents from school staff. There is close liaison with school teaching staff, special educational need advisors, community staff and local authority advisors to promote children's welfare. Partnerships with parents are strong and develop through a variety of strategies. These include daily verbal feedback, parent questionnaires, text messaging, social media and by the management operating an open door policy. Parents are complimentary about the group. For example, they comment that their child settled really well and that staff and interactions are 'great'. These partnerships enhance all aspects of children's care and help staff to support children's individual needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	316385
Local authority	Rochdale
Inspection number	868354
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	80
Name of provider	Mrs Debbie Greenwood & Mrs Dawn Hamilton Partnership
Date of previous inspection	15/09/2009
Telephone number	01706 638555 or 01706 522565

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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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