

# Stay and Play Norbury

Norbury Hall Primary School, Shepley Drive, STOCKPORT, Cheshire, SK7 6LE



## Inspection date

19 January 2015

## Previous inspection date

20 August 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Parents are complimentary about the staff and the quality of care that their children receive. They contribute information about their child's care and receive daily feedback about the activities their child has participated in.
- Children are consulted about activities as staff listen to their views and opinions. Consequently, they feel valued and have a strong sense of belonging in the club.
- Children settle well into the club due to close relationships with the welcoming and friendly staff.
- Children follow good hygiene routines. They enjoy healthy snacks and meals, which promotes their good health.
- The manager demonstrates a strong commitment to promoting high-quality provision. She is aware of the strengths of the club and identifies areas for improvement to continue to drive improvement.
- Staff have a very good understanding of safeguarding and how to protect children from harm. As a result, children are protected well.

### It is not yet outstanding because:

- Partnership working between the club and local schools is not yet as fully established as partnership with the host school, to complement all children's learning.
- Opportunities for children to develop their independence to the utmost are not fully implemented at snack time.

## What the setting needs to do to improve further

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

- strengthen relationships with the other schools that children attend, to ensure that all children benefit from a consistent approach to their care and learning
- develop further opportunities for children to increase their independence and to take a more active role during snack time, such as pouring their own drinks, and being involved in preparing and serving their own food.

### Inspection activities

- The inspector and the manager observed activities in the main room and the outdoor area.
- The inspector conducted a joint observation and held a meeting with the manager.
- The inspector spoke to staff, children and parents.
- The inspector viewed the premises, toys and equipment.
- The inspector looked at policies, procedures, risk assessments and staff suitability.

### Inspector

Layla Clarke

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff effectively use information from parents to build on children's learning and complement what children already know and can do. Staff work with the host school to establish a clear picture of each child's capabilities and plan activities based on children's interests. For example, the host school provides staff with a weekly theme sheet which is currently 'The weather'. However, this sharing of information does not yet stretch to other local schools to support children in the holiday club. Children have free access to toys and resources which promotes their independence. As a result, children are motivated and enjoy their time at the club. Staff support children's creativity as they provide a range of materials for children to make weather charts and snowflakes. Furthermore, staff reinforce children's language as they talk about the weather. As a result, children are confident communicators. Children enjoy outdoor learning opportunities, such as exploring in the woods and using large climbing apparatus to challenge themselves to climb and balance.

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

Children have positive relationships with the caring staff. Staff collect younger children from their classrooms and welcome older children as they arrive. This helps children to feel emotionally secure and able to move from the school into the club with ease. Children are supported to be healthy as staff provide opportunities to be active and engage in physical play. Furthermore, staff encourage children to wash their hands before snack and after using the toilet. Staff provide healthy foods during a sociable snack time. However, opportunities for children to be involved in preparing or serving their snacks are not yet established. This limits opportunities for children to develop independence and self-help skills. The club has a dedicated wall where they display children's achievements and this promotes their self-esteem. Children develop positive attitudes as staff are consistent with expectations. For example, children have a set amount of time to use the computer. A favourite activity is outdoor ball games where staff and children work in teams, fostering cooperation. As a result, behaviour is good.

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

Systems for evaluating what is working and areas to improve are established. Staff seek the views of children and parents and use this feedback to implement changes. For example, as a result of feedback from children, there are two days each week when children bring in toys from home. Further improvements have resulted in the manager and staff gaining a secure knowledge of the safeguarding and welfare requirements and how to keep children safe. As a result, all staff are secure in the process to follow if they have concerns about children's welfare. The premises are secure and a bell alerts staff to the presence of visitors. As a result, children's safety is promoted well. Staff benefit from regular meetings, supervision and appraisals with the manager and access regular training to further develop their skills. As a result, children's learning and play experiences are good.

## Setting details

<b>Unique reference number</b>	EY380919
<b>Local authority</b>	Stockport
<b>Inspection number</b>	988801
<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>	60
<b>Number of children on roll</b>	183
<b>Name of provider</b>	Heather Julie Bickerton
<b>Date of previous inspection</b>	20 August 2014
<b>Telephone number</b>	07950242523

Stay and Play Norbury opened in 2008. It is based at Norbury Primary School in the Hazel Grove area of Stockport. The setting has the use of one classroom, the school hall and associated facilities. The school playground is available for outdoor play. The setting is open from 7.30am to 9am and 3pm to 6pm during term times for children attending the host school only. In school holidays, the setting operates from 7.30am to 6pm on weekdays, including for five weeks in the summer holiday, serving the local area. There are five members of staff, including the owner. Of these four hold appropriate early years qualifications to at least level 3.

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