

Lowton West Time Out Club

Lowton West Primary School, Slag Lane, Lowton, WARRINGTON, Cheshire, WA3 2ED

Inspection date	23 January 2015
Previous inspection date	23 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The management team have a good understanding of the requirements for the Early Years Foundation Stage and use support from local advisers to improve continually. As a result, the provision operates safely and meets children's needs effectively.
- Highly positive relationships and interaction between the children and the friendly and consistent staff, means that children are very effectively supported in developing confidence and self-esteem.
- Children behave very positively. They fully understand routines and what is expected of them. They use good manners and they cooperate and work together with friends to achieve tasks.
- Safety is well promoted. Staff offer sensitive explanations and they help children think about how to behave in safe ways. Older children subsequently reinforce this with their younger peers.
- Children enjoy the good range of well-planned activities which support their interests, meet their individual needs and help them achieve new skills. As a result, they make good progress with their communication and language, their physical development and their personal and social development.

It is not yet outstanding because:

- Children have to wait for a long time to be served snack, which reduces the amount of time they have available for engaging in, and completing, activities they enjoy.
- Teaching is not always of the highest quality; not all staff are skilled in asking children the kind of questions that encourage them to think deeply and fully extend their independent ideas.

What the setting needs to do to improve further

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

- review the organisation of snack time to reduce the amount of time children spend waiting so that they have more time available to engage in activities and complete the tasks they start
- improve the quality of teaching to the highest level by further developing some staff skills so that they consistently use the most effective approaches to questioning to make children think harder and extend their own thinking and ideas.

Inspection activities

- The inspector observed activities in the designated school rooms.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager of the provision.
- 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 provision and a range of other documentation, including policies and procedures to safeguard children's welfare.

Inspector

Angela Rowley

Inspection findings

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

Staff know the children very well because many of them work also with the children in their roles within the host school. Strong links with parents and teachers help staff consistently plan for, and effectively meet, the needs of the children. Most teaching is very strong and supports individual children through fun activities and skilful interaction. For example, staff support younger children to learn how to sew with a needle and cotton by modelling and reinforcing using repeated phrases to guide them. They also effectively support more able children by asking open-ended questions to encourage them to think about and plan how to use the fabrics and resources in order to follow their own ideas. Occasionally, however, some staff simply direct children and ask too few questions which would make children think hard for themselves. Children's communication and language is given a high priority. Staff effectively support children's developing self-confidence to re-tell their own stories by using props and puppets children have made by themselves. Consequently, all children enjoy and succeed.

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

The designated school rooms are safe and welcoming. Children benefit from consistent and mutually respectful relationships with staff. They are happy, confident and laugh together. Children use their manners impeccably, they support younger children to use tools safely and collaborate during activities in order to achieve a goal. Their positive attitudes to each other and their enthusiastic engagement in activities help them get ready for the next stage of their learning in school. Children have daily opportunities to be physically active in the hall or on the playground and they learn that exercise and the food they eat are important to their health. Staff utilise every opportunity to promote children's self-care skills and social interaction. Children sit together in small groups, take turns to self-serve from the trolley and clean away their own plates after use. However, children spend a long time waiting for their turn, which means some of them subsequently have limited time to enjoy the activities on offer.

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

Strong procedures for checking the quality of provision ensure that children receive a rich range of activities. Accountability is well established at all levels and leads to a well-organised provision which is safely managed. Securely implemented procedures for recruitment, induction, supervision and appraisal mean all staff are suitably skilled and experienced, and they have access to some practice-based training, such as in safeguarding and first-aid. Self-evaluation is embedding well and managers make good use of monitoring and support from the local authority to continually improve the provision. For example, all organisational procedures have been thoroughly reviewed and updated in response to changes in regulations and systems to share information with parents and other professionals have been significantly improved. Managers take good account of the views of parents and children.

Setting details

Unique reference number	EY266395
Local authority	Wigan
Inspection number	819837
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	52
Name of provider	Time Out Club Committee
Date of previous inspection	23 March 2012
Telephone number	01942 724865

Lowton West Time Out Club was registered in 2003. The club employs five members of childcare staff. Of these, four hold appropriate early years qualifications at levels two and three. The club opens from Monday to Friday, term-time only. Sessions are from 7.15am to 8.45am and from 3.05pm to 6pm.

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