

Crossacres After School and Holiday Club



Crossacres Primary School, Crossacres Road, Manchester, Lancashire, M22 5AD

Inspection date 30 January 2015
Previous inspection date 15 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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- New leadership of the club is strong and effective. The quality of teaching is good and children are engaged in activities that they enjoy.
- Staff provide a wide range of interesting and challenging play opportunities that complement children's learning in school.
- Safeguarding procedures have significantly improved since the club's last Ofsted inspection. Staff now have a clear understanding of the correct procedures to follow to protect children from potential harm.
- Children form strong attachments with the staff, which gives them emotional security.
- Staff have a consistent approach to promoting positive behaviour. As a result, children have clear boundaries of expectation and are well behaved.
- Partnerships with parents are strong and effective in meeting children's needs. Consequently, staff provide tailored packages of support to help individual children's development.

It is not yet outstanding because:

- Opportunities to support the youngest children in making independent choices about what they play with are not fully extended.
- Links with teachers at other local schools are not fully effective regarding sharing information about children's learning.

What the setting needs to do to improve further

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

- develop the organisation of resources to further enable children to express and follow their own preferences and interests, for example, by displaying pictures as well as words on storage boxes that contain toys
- extend partnership working by building closer links with teachers at local schools, to share information about children's learning, in order to plan complementary activities.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed activities and staff interaction with children in two playrooms, the computer suite and the school hall.
- Discussions were held with children, individual staff members, the manager, the nominated person of the club and some parents. A joint observation was carried out with the manager.
- The inspector looked at documentation, including observations, assessments, planning, self-evaluation, development plans and a sample of other records, including policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children.

Inspector

Kate Smith

Inspection findings

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

Staff assess children's development and plan appropriate activities that are stimulating and fun. Effective communication with parents enables consistency in supporting children's learning. Staff listen to the views of children and seek their ideas. As a result, children are developing confidence and following their own ideas. For example, they enjoy investigating and explore the effects of mixing different colours of paint. Children use their imagination and critical thinking skills to connect a train track. They enjoy making up their own story as they play. This supports their social skills and language development as they engage with their friends. Staff provide group games that promote children's physical development and their coordination. Effective teaching enables children to learn skills to support their future learning. For example, they are encouraged to have a go and to persist, as they try and hit a ball with a bat. Children concentrate while playing computer games, enhancing their use of technology. They connect together interlocking blocks as they create structures, engaging in problem solving as they build.

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

Effective communication with parents and children supports continuity of care and well-being. Children form warm and supportive relationships with their key person and the staff team. Consequently, they are happy and settled. Children say that they feel safe and enjoy attending the club. They demonstrate that they are confident as they make choices about their play in the safe, stimulating learning environment. However, the youngest children do not know what is in some of the resource boxes, as they are poorly labelled. This means that they are not always able to independently follow their own ideas. Daily exercise and nutritious snacks support children's good health. Self-help skills are well fostered and children learn to take appropriate risks as they use tools, such as scissors in their play. Staff are good role models, encouraging children to help each other and play cooperatively. Children are learning about diversity in their community as they mix with others from local schools. Staff boost children's self-esteem, giving them confidence for their next stage in learning.

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

Leaders of the club have implemented effective staff training and performance management. Consequently, safeguarding procedures are now secure and children's welfare is well supported. Staff assess children's progress in their learning. Children with special educational needs and/or disabilities receive effective targeted help with their development. Risk assessments minimise hazards and maintain a safe environment. Staff have current first-aid qualifications, supporting children's well-being. Strong links with parents and teachers based in the host school, provide complementary learning. However, for children attending other local schools this is not fully secure. Self-evaluation is thorough and development plans are precise and monitored. Actions from the previous inspection have been completed, demonstrating sustained improvement.

Setting details

Unique reference number	EY271579
Local authority	Manchester
Inspection number	988343
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	158
Name of provider	Crossacres After School and Holiday Club Committee
Date of previous inspection	15 August 2014
Telephone number	0161 437 1272 or 07813 797628

Crossacres After School and Holiday Club was registered in 2003. It is based at Crossacres Primary School Wythenshawe, Manchester. The breakfast club operates from 8am to 8.40am and the after school session from 3.15pm until 6pm in term times only. The holiday club is open each weekday from 8am to 6pm in the school holidays. The club employs 14 members of staff, of whom one holds early years teacher status, one holds qualified teacher status, five have relevant qualifications at level 3 and six have relevant qualifications at level 2.

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