

CAPE, Children at Play and Education



Thingwall Primary School, 559 Pensby Road, Thingwall, Wirral, Merseyside, CH61 7UG

Inspection date 3 February 2015
Previous inspection date 11 May 2011

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

- Staff have a good understanding of how children learn and develop. They plan meaningful and relevant activities using their observations in order to effectively support children's progress towards the early learning goals.
- Children's behaviour is good. Older children and staff act as good role models for younger children to promote their understanding of turn taking and other behavioural expectations.
- Staff demonstrate a good understanding of the signs and symptoms of abuse. They are confident in following the robust procedures in place to report their concerns regarding children's welfare, in order to keep them safe from harm.
- Partnership working between the club, host school and children's parents is strong. This means that a consistent approach is taken to children's learning which has a positive impact on their development.
- Leaders have implemented effective systems for self-evaluation which consider the views of staff, parents and children in order to accurately identify priorities for improvement.

It is not yet outstanding because:

- Occasionally, staff rush to help children or do not provide enough time for them to think about and answer questions. As a result, the opportunities for children to develop their problem solving skills are not maximised.
- There is scope for managers to further enhance the existing training programmes to focus even more sharply on improving the already good quality of teaching.

What the setting needs to do to improve further

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

- enhance children's problem solving and critical thinking skills further by providing more time for them to consider their answers and test their skills independently
- enhance the targeted training plans further, to maximise the skills of all staff, in order to focus even more sharply on improving the already good quality of teaching.

Inspection activities

- The inspector observed activities in the indoor and outdoor area and spoke with staff and children at appropriate times during the inspection.
- The inspector met with the provider to discuss the self-evaluation form and operational documents, and conducted a joint observation.
- The inspector considered the views of parents and children spoken to during the inspection and those recorded by the club.
- The inspector reviewed children's learning records, policies and procedures and staff qualifications including paediatric first aid.
- The inspector checked evidence of the suitability of staff to work with children.

Inspector

Lauren Grocott

Inspection findings

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

Children engage very well with the activities provided at the club as staff know them and their interests well. Children are motivated to learn as they eagerly explore the learning environment, which promotes their engagement and independent selection of resources and activities. Staff help children to develop positive dispositions towards learning as they praise their achievements. This supports children's self-esteem and confidence. However, staff occasionally rush to answer questions or support children with more difficult tasks, which means that opportunities to develop their problem solving skills are not maximised. Staff demonstrate a good understanding of child development. They provide a variety of open-ended resources, for example cardboard boxes, which children decorate and play with imaginatively. Children especially enjoy outdoor play as they develop their physical co-ordination by playing games of tennis, skipping and learning to balance on large apparatus.

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

Children's health and safety are very well promoted through the daily routines and through discussions with staff. For example, children are frequently reminded to rehydrate their bodies, particularly after sports clubs and outdoor play. Hygiene routines are well embedded and children undertake these independently. As a result, children demonstrate a good understanding of how to look after their bodies and stay safe. Children's behaviour is well supported by staff. All children are asked to contribute their thoughts of appropriate behaviour to wall displays and staff reinforce these messages during each session. The key-person system is effectively implemented to enable staff to get to know children well, using information provided by parents and teachers. This means that staff foster good relationships with children to effectively support them as they move on to their next stage of learning.

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

Management have a good understanding of the requirements of the Early Years Foundation Stage. They have implemented a variety of systems to protect children from harm. For example, entry to the area the club operates from is controlled electronically, so unauthorised access is prevented. Robust recruitment procedures are in place to ensure the suitability of staff to work with children. Staff have regular supervision meetings, these are used to organise training and support as required. However, there is scope to enhance the range of training on offer to staff, to focus even more sharply on improving the good quality of teaching. The educational programmes are monitored through rigorous assessments of each child's progress. Parents and teachers are asked to contribute to initial assessments for each child and are kept well informed of their progress. This ensures that any areas of learning which are less than expected are quickly identified and interventions can be secured where appropriate.

Setting details

Unique reference number	EY292181
Local authority	Wirral
Inspection number	870767
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	61
Name of provider	EJF Associates Ltd
Date of previous inspection	11 May 2011
Telephone number	07944845944

CAPE, Children at Play and Education, was registered in 2004. The club is one of four clubs and is operated by EJF Associates Ltd. It operates from within Thingwall Primary School, Wirral. The club employs two members of childcare staff, both of whom hold appropriate early years qualifications at level three. The club opens from Monday to Friday in term time only. Sessions are from 7.30am until 9am and 3.30pm until 5.45pm.

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