

Bearswraparound Care Services @ Mount Carmel RC Primary School



The Hut, Hunt Street, Off Russet Road, Blackley, Manchester, M9 8AT

Inspection date	14 April 2015
Previous inspection date	4 August 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 and managers have a comprehensive knowledge of how to correctly manage any safeguarding concerns that they may have about children.
- All children make good progress in learning from their starting points, including children with special educational needs and children who speak English as an additional language. Children are gaining the skills needed for school.
- Systems for assessment of children's learning are rigorous and staff use their thorough knowledge of children's learning needs and interests to support their good progress.
- The setting provides practical ways for parents to enhance their children's progress and uses parents' views effectively when planning for their learning.
- Evaluation of the setting is robust and draws on the views of managers, staff, parents and children in the setting's successful drive for continuous improvement.
- Staff receive effective coaching from well-qualified and experienced managers to enhance their skills, including by addressing their training needs.

It is not yet outstanding because:

- The setting does not make the best possible use of the outdoor area to enhance children's thinking and learning through imaginative play.
- Occasionally, planned activities are not sufficiently flexible to accommodate the number of children interested in participating, and learning is, therefore, not maximised.

What the setting needs to do to improve further

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

- enrich the opportunities for children to engage in sustained imaginative play in the already well-equipped outdoor area in order to optimise learning through these activities
- build on the existing planning of adult-led activities, to promote thinking and speaking for children under three years by including how these may be adapted quickly to accommodate children's high levels of interest, therefore, maximising their learning.

Inspection activities

- The inspector observed activities in the main playroom, the adjacent room and the outdoor area.
- The inspector spoke to members of staff, managers and children at appropriate times during the inspection.
- The inspector carried out two joint observations with a manager.
- The inspector obtained 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 setting and a range of other documentation including policies and procedures to safeguard children's welfare.

Inspector

Jennifer Kennaugh

Inspection findings

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

Staff demonstrate effective teaching skills for all ages and needs of children attending. They ask children questions which require them to both think critically and recall previous learning. They adapt their interactions with children to match children's progress in developing speech and language skills. For example, staff use props with children learning English to help them learn new words and make their needs known. Children are provided with interesting activities which engage their attention. For example, staff offer activities for children to taste a range of fruits and use the opportunity to encourage them into the home role-play area. They ask children questions about the texture, smell and taste of the fruit, introducing new words for these as needed. They also use the activity to teach children colours and counting. However, occasionally, staff do not accurately gauge the number of children that may be interested in an activity. This means that time available to staff to sustain children's talk and thinking is not maximised, because they have to stop to explain to others about why they need to wait their turn. Staff support children's imaginative play well indoors. For example, they talk about the role a toy helicopter can have in their play about an emergency and provide a well-equipped home role-play area. However, the outdoor area is not used to the same extent for similar activities, in order to enhance the creative and imaginative skills of children who learn best outdoors.

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

Children are strongly encouraged to learn self-help skills, in readiness for school, such as putting on their coats and cutting up fruit at snack times. They have very good opportunities outdoors to extend their whole-body control using a range of interesting equipment for balancing and climbing. This also helps them to learn about taking small risks in physical play. Staff provide children with healthy snacks and meals and talk to children about how some foods, such as fruit, are a healthy choice. Children behave well and staff praise their use of good manners in order to reinforce this. They offer simple explanations to children to help them learn why some behaviours or actions may upset others. Staff are praised by parents for being friendly and enthusiastic and for how they support children to enjoy the setting. This demonstrates the strength of attachments which staff and children develop, enabling children to feel secure.

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

All aspects of safeguarding and welfare, such as managing the security of the premises, are well implemented in order to minimise risks to children. The setting has effective partnerships with other agencies and settings in order to provide continuity of support for children's care and education. For example, partnership with the local Sure Start centres is enhanced by the setting having long-serving managers who can quickly seek support for children if they have concerns, including for those with special educational needs. Staff are strongly encouraged to enhance their skills for supporting children's learning through gaining qualifications and unqualified staff are required to commit to gaining these.

Setting details

Unique reference number	EY340796
Local authority	Manchester
Inspection number	857212
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	54
Number of children on roll	157
Name of provider	Claire Michelle Smith
Date of previous inspection	4 August 2010
Telephone number	0161 205 2678 or 0161 795 3111

Bearswraparound Care Services @ Mount Carmel RC Primary School registered in 2006. The setting operates sessions before and after the school day for pupils attending the school, only in term time, from 7.30am to 9am and from 3.15pm to 6pm on weekdays. The provision for children aged two to three years operates from 9am to 12pm and for children aged three to four years from 12.15pm to 3.15pm on weekdays, in term time only. The setting also provides care from 8am to 6pm in school holidays on weekdays for 13 weeks of the year. The setting employs one member of staff qualified to level 5. Six staff are qualified to at least level 3 and one is qualified to level 2. There are three staff who are unqualified in childcare and of these; one is qualified to level 4 in sports coaching. The setting is also supported by the Early Years Teacher for the group of settings owned by the provider. The setting provides funded, early education for two-, three- and four-year-olds and supports children with special educational needs and those who speak English as an additional language.

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