

C.C.Y.C.C. Out Of School Club



8 Oxford Road, BOOTLE, Merseyside, L20 9HW

Inspection date 13 May 2015
Previous inspection date 23 August 2011

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

- The managers have a good understanding of, and fully meet, the requirements of the Early Years Foundation Stage. The arrangements for safeguarding children are strong and the way they are shared with staff is effective. As a result, they are clearly understood and consistently implemented by staff.
- The arrangements for collecting children from a variety of schools are very well thought out and implemented efficiently. This helps to keep children safe and protected.
- Children have plenty of choice about what they play with. Equipment is organised effectively so children have daily experiences that cover all the areas of learning. Staff ensure they regularly talk with parents and staff at the children's school. This allows staff to plan additional activities to complement what children are learning elsewhere.
- Staff use an information file, at schools which children attend, to help prepare children for starting at the club. Systems in place for gaining information from parents and seeking the support of other relevant professionals are securely established. As a result, children's unique needs are well known and staff have formed strong bonds with children. This promotes children's well-being.
- Children are happy and confident in the club. They enjoy their time there, eagerly joining in activities and playing well with each other.

It is not yet outstanding because:

- Staff sometimes unintentionally lessen the chances for children to fully express their personal ideas during some adult-led creative activities.
- Managers carry out supervision and appraisal meetings with staff, but do not yet focus sharply on improving staff interactions.

What the setting needs to do to improve further

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

- refine the way adult-led creative activities are undertaken; so as to allow children to create pictures and models that fully reflect their own ideas and representations
- embed systems for supervision, and staff training and development, to build on staff's knowledge and skills; to enhance the quality of their interactions with children to the highest level.

Inspection activities

- Prior to the inspection, the inspector viewed the information about the provider and the club's self-evaluation document.
- The inspector viewed activities in the main hall, foundation room and the outdoor areas. The inspector also viewed other rooms used on the first and second floor of the premises, and the equipment used on the day of the inspection.
- The inspector spoke with members of staff and children at appropriate times during the inspection. He also held meetings with the manager and the centre manager.
- The inspector held discussions with staff, viewed documents and took account of the information available for parents and staff.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, risk assessments, accident records, and evidence of the qualifications and the suitability of staff working in the club.
- The inspector checked the arrangements for staff trained in first aid and their deployment.

Inspector

Frank Kelly

Inspection findings

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

A well-organised play environment provide a good base for children to consolidate their learning. They enjoy looking at books, completing puzzles, and using their imagination as they play on the floor with the cars and play figures. Overall, the quality of staff interaction is good and staff understand very well how one activity can promote a range of learning experiences. For instance, they invite children to join them to create pictures of their best friend. The discussion is lively and encourages children to look at their own features and think about those of others. They take turns to use materials and tools, which promotes their social and physical development. However, there are some aspects of learning overlooked by staff. For example, the use of pre-drawn outlines means that children are not free to create a fully unique interpretation of their own ideas. Nevertheless, children enjoy the interaction with the adults and other children. They are busy and concentrate on their chosen play. Outside they excitedly share ideas how they will make a den and eagerly practise their counting skills while using giant domino cards. Consequently, children continue to develop the skills and attitudes that securely support their next stages of learning.

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

Revised procedures for engaging with parents and other services when children first start means children's care plans and unique needs are securely established. This includes identifying any specific approaches when supporting children's behaviour. While at the club, staff encourage children's behaviour well, because they are calm and polite. Children are supported to think about how their actions may have an impact on themselves or others. Fun-circle games help children to learn about cooperation, following rules and provide opportunities for them to be physically active indoors. Outside they balance on beams and enjoy challenges, such as crossing the chain-link activity frame. This also helps children to learn how to keep themselves safe. Suitable hygiene procedures are implemented by staff and children are encouraged to follow routines, such as handwashing. Children are served fresh fruit as part of snacks to encourage healthy eating and learn about healthy lifestyles.

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

Secure systems for self-evaluation and reviewing the service are in place. The premises is managed well and kept secure. Staff are fully familiar with the robust procedures relating to internet safety. All staff have been suitably vetted. Team meetings provide regular chances for the team to update information. Supervision and appraisal take place regularly. They are used to ensure staff keep up to date with essential training, such as safeguarding and first aid, promoting children's health and safety. However, the manager does not yet use this to sharply focus on enhancing staffs skills; so as to improve the good quality of interactions further. Parents are warmly welcomed, and provided with a range of written and electronic information.

Setting details

Unique reference number	EY347566
Local authority	Sefton
Inspection number	863185
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	165
Name of provider	Bootle Christ Church Youth And Community Centre Committee
Date of previous inspection	23 August 2011
Telephone number	0151 5251995

C.C.Y.C.C. Out Of School Club was registered in 2007. The setting employs eight members of childcare staff, of whom seven hold appropriate play work and early years qualifications at level 2 or 3. It operates from Bootle Christ Church Youth and Community Centre in Bootle, Liverpool. The club opens from 3pm to 6pm from Monday to Friday, during term time. The setting is also open 8.30am to 6pm during holiday periods, with the exception of bank holidays.

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