

Inspection date	4 June 2015
Previous inspection date	21 November 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff are not consistently encouraged to improve their knowledge and skills because managers do not provide supervision that includes coaching and identifying training needs.
- Staff do not consistently extend children's learning by talking to them about what they are doing and using a range of questions. As a result, children are not always motivated to take part in activities.
- Strategies used by staff to engage parents are not always effective. As a result, not all parents openly share their views about the setting.
- Staff do not always make good use of the available space or resources. There are limited activities provided indoors and noise levels are not effectively managed.

It has the following strengths

- Staff are warm and friendly, therefore, children develop secure attachments at the setting. As a result, children are confident and enjoy spending time with their friends.
- Staff follow clear procedures to keep children safe. For example, they have secure systems to ensure children only leave with identified adults.
- Staff have good relationships with teachers within the school and frequently share information about children's progress.
- Children behave well because staff give clear messages about what they expect.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- establish effective supervision of staff that includes coaching and training, so that staff can continuously improve how they work with children.

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

- improve teaching by making the most of opportunities to extend children's learning further, for example, by asking questions, extending sentences or encouraging problem solving
- enhance partnerships with parents so that all parents contribute their views about the setting and there is a two-way flow of information
- improve the indoor environment so that children have a wider range of play opportunities and noise is kept to a minimum.

Inspection activities

- The inspector viewed areas of the premises that children have access to and observed activities both indoors and in the outdoor play area.
- The inspector carried out a joint observation with the manager.
- The inspector reviewed the setting's own self-evaluation form and a range of documentation, including safeguarding procedures.
- The inspector viewed children's records and evidence of staff's suitability.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector took into account the views of parents spoken to at the inspection and within the setting's own parental survey.

Inspector

Anne Parker

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff have a reasonable understanding of how children learn and use this knowledge to plan a varied range of activities. Children are regularly observed and staff assess children's progress to share with school teachers. Staff plan a range of activities both indoors and in the outdoor play area. For example, they provide craft activities and organise games that children enjoy playing. Staff play alongside children and talk generally about what they are doing. However, they do not always make the most of opportunities to extend children's learning further by asking questions, extending sentences or encouraging problem solving. For example, children delight as they explore mini-beasts. However, staff do not use the children's interest to motivate them to find out more.

The contribution of the early years provision to the well-being of children requires improvement

Children are confident within the setting because staff know them well and meet their care needs effectively. Staff help children to play together and give clear reminders about how to resolve minor disagreements. As a result, children know what is expected of them and behave well. Children know how to keep themselves safe because staff encourage them to apply sun cream before going outdoors to play. Staff provide a varied menu of healthy food for children and there are opportunities for children to develop their physical skills as they use the large play equipment in the school playground. However, there is a limited range of activities provided indoors. For example, there are fewer opportunities for children to use their imagination through role play. Furthermore, the television increases the noise levels, which means children find it difficult to communicate with adults and each other.

The effectiveness of the leadership and management of the early years provision requires improvement

Staff have a secure understanding of the procedures to follow if they have any concerns about the welfare of a child in their care. There are good systems in place to ensure that staff are suitable to work with children. Staff attend safeguarding and first-aid training. However, there are fewer opportunities to improve their knowledge and skills in other areas because the systems to evaluate staff performance are not effective. This means their training needs are not consistently identified. Managers aspire to improve and their self-evaluation provides a general overview of the setting's strengths and weaknesses. Parents are regularly asked for their views on a range of issues. However, strategies to engage parents are not always successful, and as a result, not all parents are able to give their opinions. There are firm partnerships in place to share information about children with the school and this ensures children benefit from a consistent approach.

Setting details

Unique reference number	EY415937
Local authority	Wigan
Inspection number	851673
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	54
Name of provider	Cool Stars
Date of previous inspection	21 November 2011
Telephone number	01942776109

Cool Stars was registered in 2010. The setting employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and the manager holds a qualification at level 4. The setting opens from 7.30am to 9am and 3pm to 6pm, Monday to Friday during term times. During school holidays, the setting opens Monday to Friday from 7.45am to 6pm.

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