

Shoreside Out of School Services



Shoreside Primary School, Westminster Drive, Ainsdale, Southport, Merseyside, PR8 2QT

Inspection date	23 June 2015
Previous inspection date	20 June 2012

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 quality of teaching in the nursery is good. Staff provide a good range of learning experiences based on children's interests, both inside and outdoors.
- All staff are highly skilled and sensitive in helping children form secure emotional attachments. Effective care practices mean children's individual care needs are well met and their confidence and emotional well-being is effectively supported.
- The key-person system is very well established and fosters very good partnerships with parents. Therefore children form secure attachments and there is a shared approach to their learning and development and well-being.
- Good monitoring by managers ensures that planning and assessment are consistent and precise, to ensure appropriate interventions are sought for children, when needed, to close any emerging gaps in their learning. As a result, all children make good progress from their starting points.
- Safeguarding procedures are good. Staff have a good understanding of safeguarding and effectively support children's understanding of how to keep themselves safe.

It is not yet outstanding because:

- Routines, such as snack times, are not used effectively to meet the needs of all children. This is because children are not enabled to draw their activities to a satisfying close.
- Staff do not consistently use snack times well to support children's social development and to offer challenge and opportunities for independence.

What the setting needs to do to improve further

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

- allow children more time to prepare for changes in routines, such as snack time, so they can finish what they are doing and their play is not unnecessarily interrupted
- improve the organisation of snack time so that children's developing social skills are more consistently supported, children are appropriately challenged, and their independence is fully supported.

Inspection activities

- The inspector observed activities in the nursery and out-of-school club rooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the managers of the setting.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and her improvement plan.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents spoken to in the day.

Inspector

Jacqueline Midgley

Inspection findings

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

All staff use their knowledge well to provide a good range of learning opportunities based on children's interests, which cover all seven areas of learning. Children are well supported in the nursery's outdoor environment as they imaginatively make rainbows in the sandpit, write their name in chalk on the floor and paint using water. Their learning and development are enhanced as they estimate, describe, investigate and write. Children of all ages are engaged because staff provide a good range of well-thought-out learning opportunities that meet their individual needs. As a result, they develop a thirst for learning and are well prepared for the next stage in their education, including when the time comes to move to school. However, children's learning is not always fully supported at snack time because their play is interrupted. This is because children are not given time to finish what they are doing, or supported to bring their play to a natural conclusion at these times. In out-of-school club, staff have a secure understanding of how to help children relax after a busy school day and initiate their own play. Children are motivated, occupied and interested in the diverse activities and experiences available for them to choose from; therefore, they enjoy their time at the club.

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

The children enjoy very close, supportive relationships with the staff, who continually praise children and build their self-esteem. As a result, they are extremely confident and self-motivated. Children's growing understanding of how to keep themselves safe is well supported. Children in nursery explain to their friends that they must keep their hats on when playing outdoors, to prevent the sun hurting their heads. Children's understanding of good hygiene practices is supported. They confidently explain to visitors that they must wash the germs off their hands before they eat their snack. Although children's independence and good manners are generally supported in nursery, this is not consistently done at snack time. Staff serve children and do not consistently support good manners and social interaction. Furthermore, children do not always make choices or have control of their own portion size, to fully support their independence. Therefore, some routines are not always challenging enough. Out-of-school club children prepare their own snack and choose when to eat it. They are consulted in all aspects of the club; therefore, they have a strong sense of belonging and are confident and well-behaved.

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

The service employs two managers across the various aspects of the provision, who work effectively in partnership with professionals at the host school. Both managers have a good understanding of the Early Years Foundation Stage requirements and are committed to continuing to improve this already good service. Arrangements for the evaluation of practice, supervision of staff and professional development drive improvements and lead to consistency in the quality of children's experiences.

Setting details

Unique reference number	310474
Local authority	Sefton
Inspection number	867947
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	75
Name of provider	Shoreside Out of School Services
Date of previous inspection	20 June 2012
Telephone number	01704 576040

Shoreside Out of School Services was registered in 2000. The service employs 7 members of childcare staff. Of these, all hold appropriate early years qualifications at levels 2 to 6. The service opens from Monday to Friday, term time only. Sessions are from 8am until 8.45am and 3.15pm until 5.50pm for the out-of-school club and 9am until 3.30pm for the nursery. The nursery provides funded early education for three- and four-year-old children.

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