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| Inspection date | 9 October 2015 |
| Previous inspection date | 20 March 2012 |

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|---|-------------------------|--------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Outstanding | 1 |
| Quality of teaching, learning and assessment | | Outstanding | 1 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Not applicable | |

Summary of key findings for parents

This provision is outstanding

- The manager and her staff have an outstanding knowledge and understanding of safeguarding issues. Stringent recruitment and supervision systems help to ensure staff are suitable to work with children and have a secure knowledge of how to protect them.
- Partnerships with the host school are highly effective. The manager and her team go above and beyond to ensure teachers are fully informed about the work of the club. Strong communication with other professionals ensures that information is shared extremely well. This helps teachers to gain a clear understanding of children's learning outside of school and celebrate their successes.
- Staff set high standards for children's behaviour at all times. Exemplary relationships between staff provide an excellent model for children's behaviour towards each other. Older children are kind and caring towards younger children and show genuine concern for their well-being. All children settle into the club extremely well.
- A sharp focus on the promotion of equality and diversity is at the heart of the club's work. Staff skilfully encourage children to challenge stereotypes and share their opinions. Children develop a positive sense of themselves and they confidently express their views and listen to those of their peers.
- Children's independence is promoted exceptionally well. The highly stimulating environment and the wide range of activities support children to make choices in their play. Children are highly motivated and eager to join in.

What the setting needs to do to improve further

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

- find more ways to frequently gather the views of all parents and children as part of the self-evaluation process.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the club manager and the nominated person. She looked at relevant documentation, such as the club's improvement plan and evidence of the suitability and qualifications of staff working in the setting.
- The inspector spoke to staff, children, a small selection of parents and the headteacher of the host school during the inspection and took account of their views.

Inspector

Rachel Deputy

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. All staff are highly committed to ensuring children's safety and well-being are maintained. Rigorous collection and registration arrangements are in place. Regular training and staff meetings contribute towards staff's excellent understanding of how to report concerns about children's safety and abilities to recognise possible signs of abuse. The well-qualified owner and manager lead by example. They coach staff to deliver exceptional care and support for children. The qualified staff are reflective practitioners who work exceptionally well as a team to ensure all children achieve their full potential. Robust self-evaluation identifies areas for further development. However, there is scope to include the views of parents and children in the self-evaluation process more frequently. Managers and staff work exceptionally well with parents and the host school to share important information about children's learning and care needs.

Quality of teaching, learning and assessment is outstanding

Staff complement and support children's learning extremely well because they have a superb knowledge of individual children and work closely with their teachers in school. Staff place a strong focus on children's learning being supported through fun and interesting activities. Children take the lead in planning their own play and activities, which motivates them to be fully engaged and involved. Additionally, staff provide activities to support children's identified next steps in learning by using information received from the school. For example, as they learn to write during the school day, they are encouraged to practise their new skills at the club. They write instructions, such as skip, for the obstacle course they are drawing on the ground. This complementary approach contributes to children making excellent progress. Children enjoy the opportunities they have to play with the wonderful range of resources indoors and in the outdoor area. For example, some children use their creativity to design and make pictures with paints and collage materials, while other children join in team games, such as football.

Personal development, behaviour and welfare are outstanding

The staff team ensures that highly effective settling-in procedures are in place. Children are emotionally secure and develop a strong sense of belonging in the club. Children behave exceptionally well and they understand what is expected of them. They are aware of boundaries and club rules that they form collectively. For example, they draw up a rota for the use of electronic games and agree on a time limit to ensure that every child has a turn during the session. Staff promote children's personal skills remarkably well. For example, they encourage children to take part in activities that challenge gender stereotypes. Boys are encouraged to join in with knitting and staff skilfully lead discussions about the valuable skills they are gaining. This contributes towards children embracing diversity and respecting each other's differences. Children develop a strong understanding of maintaining a healthy lifestyle. They understand the benefits of eating healthily and taking part in regular exercise. Staff encourage children to make choices about whether they need to rest or exercise and what they would like to eat at snack time. This helps children to develop important skills for their futures.

Setting details

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| Unique reference number | EY239403 |
| Local authority | Wirral |
| Inspection number | 872558 |
| Type of provision | Out of school provision |
| Day care type | Childcare - Non-Domestic |
| Age range of children | 4 - 11 |
| Total number of places | 40 |
| Number of children on roll | 186 |
| Name of provider | Careclub Ltd |
| Date of previous inspection | 20 March 2012 |
| Telephone number | 0151 648 8005 |

Careclub Ltd was registered in 2002. The out-of-school service operates within Ladymount RC Primary School in Pensby, Wirral. The club employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The club opens before and after school, Monday to Friday, term time only. Morning sessions are from 8am until 9am. Afternoon sessions are from 3.25pm until 5.30pm.

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