

# Greenlands Out of School Care Ltd



Garrett Hall School, Garrett Lane, Astley, Tyldesley, Manchester, Lancashire, M29 7EY

<b>Inspection date</b>	30 November 2015
Previous inspection date	2 February 2012

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

## Summary of key findings for parents

### This provision is good

- The well-established staff team ensures they use their good knowledge of what children enjoy to set out interesting activities. Children arrive enthusiastically to find things that interest, engage and help them share fun experiences with their friends.
- Effective procedures between the school and club staff promote children's safety and helps ensure they are securely transferred from the care of one to the other.
- Staff greet children warmly and show a genuine interest in them as they talk with them about what they have been learning in school. Several of the staff also work in the school. This helps children build even stronger bonds and to feel confident and emotionally secure while in the club.
- Staff motivate children well to learn to take responsibility for themselves, such as hanging up their bag and coats and pouring their own drinks.
- Parents are very pleased with the care their children receive and speak highly of the staff and how much their children enjoy their time at the club.

### It is not yet outstanding because:

- The owner and manager carry out supervision meetings with staff but do not yet fully focus on strengthening the coaching aspect, to support staff's personal effectiveness.
- Staff have not considered fully the ways to help some of the younger children to reflect on the feelings of others and to explore in greater detail the similarities and differences of people, families and communities beyond their own.

## What the setting needs to do to improve further

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

- strengthen systems for supervision and staff training to build on their knowledge and to enhance the good quality of the provision for children even further
- build on the experiences that staff provide to further help children strengthen their developing understanding of feelings; and provide more chances for them to develop an awareness of, and reflect on, the differences of people, families and communities beyond their own.

### Inspection activities

- The inspector observed activities in the main hall, as well as viewing the outside learning environment, and equipment being used on the day of the inspection.
- The inspector interacted with children and spoke to staff and parents at appropriate times throughout the inspection. He also took into account information available to parents and some of the feedback they had provided through questionnaires.
- The inspector held discussions and meetings with the owner and manager.
- The inspector held a number of informal discussions with the manager, exploring her understanding of the requirements of the Early Years Foundation Stage.
- The inspector checked evidence of the suitability and qualifications of staff working with children. He also looked at children's records and a range of other regulatory documentation and policies and procedures.
- The inspector checked the arrangements for first-aid trained staff and their deployment.

### Inspector

Frank Kelly

## Inspection findings

### **Effectiveness of the leadership and management is good**

Safeguarding is effective. Staff supervise children well and ensure that the areas and equipment used by them are safe and suitable before the children arrive. Procedures for safeguarding children reflect the requirements of the Local Safeguarding Children Board and are known and understood by staff. Essential qualifications, such as first aid, are held by a number of staff. The staff team has a range of experience and qualifications which is above minimum requirements. They sit and play with the children and support them to be kind and share with their peers. Staff engage parents well and share information regularly in many ways. These include displays, discussions and questionnaires. The owner and staff meet regularly, chat with children about their ideas and use these discussions to help identify plans for improvements.

### **Quality of teaching, learning and assessment is good**

Staff ensure that children have activities which provide them with experiences that span all seven areas of learning. A wide range of equipment ensures that children have plenty of choice and variety. For example, children dress up and play with kitchen equipment in the role-play areas. The younger children extend their own experiences and spatial awareness as they tuck the doll into the buggy and wheel it around the hall. On route they stop to watch what older children are doing as they play board games or make up stories with puppets. Staff know the children well and securely seek information from school staff. This helps them organise equipment and activities which further support children to play and consolidate their learning. For example, they ensure that play dough and scissors are part of the activities to help children improve their ability to cut. Paints, glue and a range of collage media are available and in good supply. Staff use these activities very well to help children explore their own ideas and to share equipment and materials. These activities help support children to develop their social and conversational skills, as well as develop their thinking for designing and solving problems. Children are well supported to build on and refine the skills that support their future learning in the classroom.

### **Personal development, behaviour and welfare are good**

Staff encourage children to be independent in managing their own care needs. Children hang up their bags. Staff praise such actions to help reinforce why it is important. This helps children develop their sense of what they need to do to help keep themselves safe. Staff act as good role models and are polite and respectful. This helps children learn to behave well. Since the last inspection the owner has increased the range of resources that reflect the cultural diversity within the club and that of the children's wider world. Children are offered a simple snack that promotes healthy eating habits and children learn about appropriate hygiene routines, such as handwashing. Generally, with the exception of extremely bad weather, children gain opportunities to play outside where they can develop their physical coordination. They negotiate the climbing apparatus, play with bats and balls and run around vigorously.

## Setting details

<b>Unique reference number</b>	EY316348
<b>Local authority</b>	Wigan
<b>Inspection number</b>	856811
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 11
<b>Total number of places</b>	65
<b>Number of children on roll</b>	150
<b>Name of provider</b>	Greenlands Out of School Care Ltd
<b>Date of previous inspection</b>	2 February 2012
<b>Telephone number</b>	07925 374275

Greenlands Out of School Care Ltd was registered in 2006. The club employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, 4, or 6. The club opens from 7.15am to 9am and from 3.30pm to 6pm, Monday to Friday, during term time and provides care for children attending the host school, Garrett Hall Primary School, Astley. A holiday club offers care to a wider group of children as and when needed. It operates from 7.15am to 6pm, Monday to Friday.

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