

Superkids @ Lady Barn House School



Lady Barn House School, Schools Hill, Cheadle, Cheshire, SK8 1JE

Inspection date 18 February 2016
Previous inspection date 26 May 2009

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Staff provide parents with meaningful information about events and experiences available and planned for their children. Children benefit from the consistent approach.
- Children enjoy the freedom to explore both indoors and outdoors when they choose. Staff provide a broad range of interesting activities that children are eager to engage in. Staff have a secure understanding of how to promote children's well-being. Children confidently demonstrate a secure sense of belonging.
- Self-evaluation is accurate and demonstrates the manager's secure understanding of the setting's strengths and areas for enhancement. She actively encourages parents to contribute their views and welcomes their comments and suggestions. The manager remains committed to making continued and sustained improvements.
- Children enjoy regular opportunities for fresh air and exercise. They take part in group games, ride bicycles and use the climbing apparatus. This helps to promote children's physical well-being.

It is not yet outstanding because:

- Staff do not always provide enough creative tools, so children have to wait, which disrupts the flow of their creativity.
- At times, some staff do not always fully prepare young children for changes in the routine to help them manage their time more successfully.

What the setting needs to do to improve further

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

- increase the quantity of creative tools available for children to reduce the time that they wait to complete their tasks
- explain routines more clearly to younger children to help them learn about what happens next, so they can prepare themselves and organise their time more effectively.

Inspection activities

- The inspector held meetings with the manager and quality assurance manager to discuss matters relating to the leadership and management of the club. She looked at relevant documentation, including safeguarding policies and procedures and checked evidence of the suitability of the staff.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents as recorded in the setting's comment book.
- The inspector observed the quality of staff's interactions with children during their activities indoors and outdoors.
- The inspector held discussions with staff and children at appropriate times throughout the inspection.

Inspector

Helen Gaze

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager holds lead responsibility for safeguarding and child protection. She has completed the required safeguarding training. All other staff have attended safeguarding training and there is a comprehensive policy in place to ensure children's safety is prioritised. Policies and procedures are routinely shared with parents, helping to ensure everyone is aware of the action that would be taken in the event of a concern about a child attending. Risk assessments are robust and ensure all areas used by children are safe and secure. For example, staff check the outdoor areas to identify and minimise potential hazards to children. Staff check the identity of all visitors to the setting and children are only released into the care of known individuals. A robust recruitment procedure is in place and implemented well. All staff undergo comprehensive induction training and receive continuous support in their role. Staff benefit from regular supervisions and monitoring of their practice. Training is identified to help build on the experience, knowledge and skills of the staff. This contributes to their continued professional development.

Quality of teaching, learning and assessment is good

Children are confident at the club and they relish opportunities to engage in various activities with experienced and well-qualified staff. Staff work well with the host school to share information about the children who attend. This helps to provide consistency for children. Staff involve themselves in children's activities and guide and support them as they develop new skills. For example, children learn how to mix ingredients to create biscuits. Children enjoy opportunities to become involved in group games. Children work well together when they play cards and board games. They demonstrate good communication skills and the ability to negotiate with their peers to solve problems. During these games, children think critically and apply previous learning to accomplish tasks, such as, sorting, matching, organising and sequencing.

Personal development, behaviour and welfare are good

Staff's relationships with children are warm, open and friendly. Staff gather relevant information from parents regarding children's interests and needs, helping to provide continuity of care. The key-person system is well established and ensures much younger children settle well. Children are happy and secure and enjoy spending time at the club. Most children attend the school where the club operates and show familiarity with their environment. Children develop secure friendships at the club. Staff build on children's social skills through group games that require cooperation and communication. Children behave well. Staff set clear expectations for children's behaviour and they know what is expected of them. Staff promote children's independence well throughout routines. Children readily take on the responsibility for carrying out small tasks, such as helping to give out resources at snack time. Children follow good hygiene procedures. They become confident at managing personal tasks for themselves, such as handwashing, without being reminded.

Setting details

Unique reference number	EY263621
Local authority	Stockport
Inspection number	992066
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 11
Total number of places	40
Number of children on roll	22
Name of provider	Teresa Ann Clark
Date of previous inspection	26 May 2009
Telephone number	0161 428 2912 or 0845 00 66 776

Superkids @ Lady Barn House School was registered in 2001. The holiday club employs two members of childcare staff. Both of whom hold appropriate early years qualifications at level 2 or above, including the manager who holds a level 6 qualification. The club opens Monday to Friday during school holidays, except Christmas. Sessions are from 8am to 5.30pm.

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