

# Bradshaw Hall

Vernon Close, Cheadle Hulme, Cheadle, Cheshire, SK8 6AN



<b>Inspection date</b>	4 April 2016
Previous inspection date	16 May 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

- Children are happy and confident within this welcoming environment. They form strong attachments with staff, which supports their emotional needs and overall well-being. Their behaviour is excellent. Older children demonstrate respect and tolerance to the younger children as they play harmoniously together.
- The safeguarding of children is good because staff know the procedures to follow, and a policy is in place, which underpins practice and is reviewed and updated regularly. Staff update their safeguarding training and they are vigilant regarding access to the setting.
- Staff have very high expectations for children and carefully plan a wide range of activities in response to their needs and interests. This has a very positive impact on all children and especially those with special educational needs, who flourish with the exceptional support they receive.
- Relationships between children and with staff are happy, relaxed and positive. Staff are gentle and patient. They explain their expectations to children clearly. This helps them to act safely and behave well.
- Staff are well qualified and experienced. They provide a range of challenging experiences and activities that is aimed at children's interests and their differing abilities. This helps to support children's confidence and self-esteem.

### It is not yet outstanding because:

- Self-evaluation is not always used effectively to identify specific priorities to enhance the overall quality of the provision further. In addition, it does not take into account the views of parents, staff and children.
- Occasionally, information about what children already know and what they are learning in school, lacks enough detail to help the club to further extend children's learning.

## What the setting needs to do to improve further

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

- build on self-evaluation, to identify strengths and address areas for improvement, as well as developing a concise action plan which takes into account the views of staff, parents and children
- obtain more detailed information about what children already know and are doing so that opportunities provided in the club help to extend their learning in school.

### Inspection activities

- The inspector observed activities inside and outdoors, and discussed the arrangements for planning children's play experiences with the manager.
- The inspector and manager held a meeting and discussed the current procedure for self-evaluation and the priorities for further developments of the club.
- The inspector looked at a sample of relevant documentation including, a range of policies and written risk assessments. The inspector also viewed the evidence of the suitability of staff working in the club, and the support they receive through supervision sessions.

### Inspector

Ron Goldsmith

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of child protection policies. They are confident in following procedures, and know what to do and who to contact should they have any concerns about children in their care. Staff are watchful and identify any risks in order to protect children. They also ensure that children understand and manage risks successfully themselves. Effective partnership working with other professionals, particularly with the host school, is extremely evident and helps to ensure a shared approach to supporting children's welfare. The manager strives to improve the provision with new ideas and practices that are implemented consistently.

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

Staff understand how the activities they provide allow children to follow their own interests and, in some ways, further develop the skills they gain from school. For example, staff encourage children to use their developing imagination to build dens indoors using sheets and props. Children independently read books, play tabletop games, colour, write and draw. They enjoy being with friends and they develop essential skills for future learning. Staff have a flexible approach to planning. They listen carefully to children, offering suggestions about how children can extend their learning further. Children independently access a wide range of resources and receive encouragement from staff to practise. Staff also gather information about children who speak English as an additional language and those with special educational needs. This helps to ensure all children receive the support they need.

### Personal development, behaviour and welfare are good

Children are happy and behave well. They are provided with suitable boundaries, which help them to understand how to behave. Children cooperate well, learn to share toys and wait for their turn. Older children demonstrate caring attitudes towards the younger children and are positive role models. Children talk about the rules for outside play, ensuring that they remain safe and have fun. The good access children have to the outdoor area contributes significantly to keeping children healthy and developing their physical skills. An effective key-person system meets children's individual needs well. Therefore, children's emotional well-being is effectively supported. They independently find and play with resources and activities that interest them and they respond to instructions from staff. Praise and encouragement from staff helps to develop children's confidence and raises their self-esteem.

## Setting details

<b>Unique reference number</b>	EY271272
<b>Local authority</b>	Stockport
<b>Inspection number</b>	860775
<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>	0 - 11
<b>Total number of places</b>	29
<b>Number of children on roll</b>	100
<b>Name of provider</b>	Playclub Unlimited Partnership
<b>Date of previous inspection</b>	16 May 2012
<b>Telephone number</b>	0161 282 7858

Bradshaw Hall was registered in 2003 and is an out-of-school club. The club employs 10 members of childcare staff. Of these, one has an early years degree and five hold appropriate early years qualification at level 2 or above. The club opens from Monday to Friday between 7.30am until 9am and 3.15pm until 6pm, during term time. Holiday care is provided as and when required during school holidays from 7.30am to 6pm. The club supports children with special educational needs.

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