

Inspection date

Previous inspection date

14 April 2016

15 June 2015

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|----------------------|---|
| | Previous inspection: | Requires Improvement | 3 |
| 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 of all ages thrive in the club and are often reluctant to leave. They have a clear sense of belonging and confidently explore the indoor and outdoor spaces. These are well organised to allow them good levels of independence.
- Children benefit from a good range of child-led activities and experiences. They make meaningful choices about what they play with and are very well supported by staff as they play.
- Relationships are strong. Staff are supportive, warm and nurturing. Parents and children have high levels of trust in the long serving and consistent staff team that also works with the children in school and knows them well.
- Children are learning the importance of socially acceptable behaviour. They are eager to help and often show high levels of care and concern for others.
- Partnerships with the host school are strong. Information from teachers about children's progress is used to enhance fun activities at the club.
- Staff, led by the manager, regularly and effectively evaluate the quality of the provision. They access regular training and local information sessions to further develop their knowledge and skills so that the quality of their practice continually improves.

It is not yet outstanding because:

- The stimulating environment does not routinely provide opportunities for children to sit quietly to rest or relax after nursery or school.
- Although partnership working with parents is strong, staff do not fully make the best use of opportunities to share with parents the individual support they offer to further promote children's progress.

What the setting needs to do to improve further

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

- explore more ways to enhance facilities for children to rest or relax in
- enhance partnership working and keep parents better informed about the individual support provided for children in the setting.

Inspection activities

- The inspector observed activities indoors and outdoors, and assessed the impact this has on children's enjoyment and development. The inspector spoke to the staff and children at appropriate times throughout the inspection.
- The inspector completed an evaluation of staff practice with the provider.
- The inspector looked at relevant documentation, discussed the club's self-evaluation and plans for improvement, and viewed policies, procedures and evidence of the suitability of staff working in the club.
- The inspector spoke to a selection of parents during the inspection and took account of their views through discussion and parental questionnaires.

Inspector

Vickie Halliwell

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Improved recruitment and vetting procedures show that all staff have been thoroughly checked by the provider. The highly qualified manager skilfully guides and supports the staff team, continually monitoring and reviewing practice. Together, they continuously evaluate their practice and the service they provide. They have a realistic view of their strengths and a clear focus for their priorities to secure further, ongoing improvements. Staff are aware of the indicators of abuse and can implement appropriate procedures should they have any concerns about a child in their care. Risk assessments are regularly reviewed and all potential hazards are minimised to ensure children can play safely. The manager and staff are very experienced and work very effectively as a team. The children's wellbeing and enjoyment are central to everything they do. Relationships with the host school are strong.

Quality of teaching, learning and assessment is good

Children benefit from a wide range of interesting and challenging experiences that naturally complements their time in nursery and school. The readily accessible play materials and activities stimulate children's independent learning. Children excitedly explore the familiar surroundings. Nursery children happily adapt as alternative resources are added to the nursery room. Children of all ages make meaningful choices and become fully absorbed in activities. They confidently practise and refine existing skills. They quickly dress in their chosen costume before playing imaginatively in their new character role. They talk enthusiastically about their plans for the evening and staff listen with interest, asking open questions to encourage lively discussions. Quieter children are very well supported by staff, who sit alongside them as they play. Staff gently extend activities and encourage children to access additional resources to enhance their experiences. One example of this is children making additional figures, furniture and flowers from dough to add to a house with small plastic figures. Children use small tools with increasing skill. They have good opportunities to develop their dexterity and small-muscle control. They paint, mould, pinch and shape dough, helping to support pencil control.

Personal development, behaviour and welfare are good

Good relationships with their key person and the small staff team help children form secure attachments. These provide a strong foundation for their well-being. Children move easily and happily between school and the club. They are excited and eager to play and explore. The caring and supportive environment helps children feel valued, safe and secure. Staff are sensitive to children's individual needs and work closely with parents and school staff to ensure these are well met. Children are confident, they make full use of the indoor and well-resourced outdoor space to have fun together. They develop physical confidence as they play with bats and balls, join group parachute games and enjoy climbing and balancing on the fixed equipment. Children are encouraged to make healthy choices and they add salad and fruit to their evening snack. They are learning how to keep themselves and others safe because staff provide meaningful explanations about safety. Children behave well and the club supports them in developing the attitudes they need to continue to be good learners in school.

Setting details

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|------------------------------------|---|
| Unique reference number | EY303202 |
| Local authority | Salford |
| Inspection number | 1017923 |
| 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 | 30 |
| Number of children on roll | 60 |
| Name of provider | Susan Patricia Starkie |
| Date of previous inspection | 15 June 2015 |
| Telephone number | 07939521561 |

Teapots was registered in 2005. The club employs five members of staff. Of these, two hold appropriate qualifications. The manager holds a relevant early years qualification at level 6. The club opens five days a week during term time only, with sessions from 8am to 8.50am and 3.20pm to 6pm.

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