

Daisy Club

St. Johns Primary School, Daisy Bank Avenue, Pendlebury, Swinton, MANCHESTER, M27 5FU



Inspection date

6 July 2016

Previous inspection date

3 December 2014

	This inspection:	Good	2
The quality and standards of the early years provision			
	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 enjoy their time in the club and are often reluctant to leave. They have a clear sense of belonging and confidently explore the indoor and outdoor space.
- Children benefit from a good range of activities and experiences. They make meaningful choices about what they play with and are well supported by staff as they play.
- Relationships are strong. Parents and children have high levels of trust in the long serving and consistent staff team.
- 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. Younger children benefit from a buddy system and are very well supported by older children.
- 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:

- Although the club council ensures children's views are considered when planning activities, this does not fully represent the views of younger children within the club.
- Partnership working with schools, other than the host school are not fully developed. Staff do not routinely discuss the support they intend to offer to complement children's time in the other schools attended.

What the setting needs to do to improve further

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

- provide greater opportunities for the youngest children to share their views and contribute to the planning of activities
- develop partnership working with other schools that children attend, so staff are able to discuss and agree the support they intend to offer to complement children's time in school.

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, policies and 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 checked by the provider. The management team recognises the value of higher level qualifications and is committed to their own continued professional development. A clear training programme helps ensure all staff complete a range of relevant courses which helps improve the quality of the club. The manager skilfully guides and supports the staff team, continually monitoring and reviewing their practice. As a team, they continuously evaluate their practice and the service they provide. They have a realistic view of their strengths and a clear focus to secure further and ongoing improvements. Staff are aware of the indicators of abuse and implement appropriate procedures should they have any concerns about a child's welfare. Risk assessments are regularly reviewed. Staff are well positioned to help keep children safe as they play and explore the school grounds. Well-organised collection procedures help to keep children safe as they are escorted to and from classrooms and other schools. The manager and staff are very experienced and work effectively as a team. Children's well-being and enjoyment are central to everything they do.

Quality of teaching, learning and assessment is good

Children benefit from a wide range of interesting and challenging experiences that complements their time in nursery and school. Children confidently explore the school hall and the spacious outdoor play areas. Children of all ages make meaningful choices about how and where they spend their time. They become fully absorbed in activities of their choice and confidently practise and refine existing skills. Children enjoy using leaves from the school grounds to decorate postcards. They are well supported by staff as they practise their early writing and write their own message. Staff initiate conversations as they sit alongside children as they play. They listen with interest, asking open questions to encourage lively discussions. Staff respond enthusiastically to children's requests to complete alternative activities, for example making a house with cardboard and tape. The club council is very active and ensures children's views are reflected in the planning of activities, however, this tends to be dominated by older children within the club.

Personal development, behaviour and welfare are good

Good relationships with their key person and the wider staff team help children form secure attachments. This provides a strong foundation for their well-being. Children move easily and happily between their individual schools and the club. They are eager to play and explore. Staff are sensitive to children's individual care needs and work closely with parents and school staff to ensure these are well met. Children are confident. They make full use of the very well-resourced outdoor space to have fun together. Children play with imagination in the mud kitchen and enjoy exploring among the trees. They develop physical confidence as they play football, learn to skip and pedal tricycles. Children are familiar with established routines and they display high levels of independence during snack time. Children behave well and the club supports children to develop the attitudes they need to continue to be good learners in nursery and school.

Setting details

Unique reference number	EY358373
Local authority	Salford
Inspection number	1041419
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	60
Number of children on roll	104
Name of registered person	Daisy Club Ltd
Registered person unique reference number	RP527129
Date of previous inspection	3 December 2014
Telephone number	0161 9212131

Daisy Club was registered in 2007. It is managed by a private provider as a limited company. The club provides an out-of-school care service for pupils who mainly attend St John's Primary School and the neighbouring St Luke's Primary School. It opens from 7.45am to 9am and 3.15pm to 5.45pm, Monday to Friday, during school term time. It also opens during school holidays from 7.45am to 5.45pm with the exception of Christmas holidays. The out-of-school club employs eight members of staff, including the manager. Of these, three hold appropriate childcare qualifications at level 3 and one holds a qualification at level 2.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

