

Stay and Play at Shevington Vale

Runshaw Avenue,, Appley Bridge, Wigan, Lancashire, WN6 9JP



Inspection date

4 October 2016

Previous inspection date

1 February 2016

	This inspection:	Good	2
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

- Since the last inspection, the provider has taken effective action to support the manager to address the previously identified weaknesses. The improvements have helped to reverse the previous dip in quality.
- Partnerships with the host school are very strong. The provider and staff link securely with school leaders to enhance the provision and to meet the needs of children. Regular communication helps ensure children are very well supported.
- Children have a clear sense of belonging and relax as they play and have fun together. They confidently explore the indoor and outdoor space, making good use of the interesting play opportunities on offer. Their behaviour is very good.
- Staff take time to play with children. They use their good knowledge of how children learn to support their communication and to model possibilities, which extend children's experiences as they play.
- Children and parents form positive relationships with long-serving staff who know children and their families well. They are encouraged to share information which helps staff to fully understand children's needs. Parents express high levels of trust.

It is not yet outstanding because:

- The current programme of training and development does not provide staff with a broad range of opportunities to expand their understanding of the very best practice.
- Children are not consistently encouraged to take high levels of responsibility for themselves.

What the setting needs to do to improve further

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

- expand further the programme of training and professional development and support staff to broaden their understanding of best quality practice
- broaden further the range of opportunities that allow children to take responsibility for themselves.

Inspection activities

- The inspector observed activities indoors and outdoors and assessed the impact this has on children's enjoyment and development.
- The inspector and the manager observed children at play and evaluated the effectiveness of the setting.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation, such as the operational plan and evidence of the suitability of staff working in the setting. Discussions focused upon the action taken to address the weaknesses identified at the last inspection.
- The inspector spoke to some children and parents during the inspection. She took account of the views of others using the setting and feedback questionnaires.

Inspector

Angela Rowley

Inspection findings

Effectiveness of the leadership and management is good

The provider took swift action to respond to the issues identified at the last inspection. Staff have been well supported to make practical improvements. This has galvanised their enthusiasm to make the setting even better, in order to maintain the good quality provision previously achieved. Children confidently talk about improvements that have taken place. The manager evaluates well and uses the views of children and parents to enhance experiences for children. One way she promotes this is by providing a very accessible suggestion box and ideas wall. This enables children and parents to post their ideas and requests for activities and new equipment. Relationships with the host school support effective management. The provider is beginning to make good use of other settings within the school federation to share ideas and good practice. The arrangements for safeguarding are effective. Staff vetting procedures are strong and staff attend regular essential training, such as first aid and child protection.

Quality of teaching, learning and assessment is good

Staff collect useful information from teachers in school. They use this effectively to provide all children with any support they need and to further promote their individual progress. They also use information about themes of class activities to reinforce the learning that takes place in school. For example, to support the school's theme of activities which relate to a famous children's author, older children are provided with associated word search games. Younger children practise writing and making marks using chunky chinks on the playground. Staff listen to children's views and use some of them to plan and shape activities in ways which fully engage them. They skilfully use their qualifications and knowledge of child development to support children to enhance their play. For example, they instinctively promote children's counting and calculation during catching games and encourage children to keep score. Staff play alongside children making suggestions and modelling how to complete activities in even better ways. This helps to enhance children's ideas and to learn further possibilities which extend their play.

Personal development, behaviour and welfare are good

The small, nurturing ethos of the setting supports children's confidence significantly. Children develop very close relationships with staff. This is also supported as staff work with the children during the school day. Staff are caring and friendly and so children seek them out to support their play. The youngest children, who are new to the school environment, benefit greatly. They are very sensitively supported and they soon begin to relax and feel safe. All children are very well behaved and play cooperatively. They generally learn how to follow some basic self-care routines, such as to clear away their own plates and cups after snack time. Young children make friends quickly and learn from the advanced play of older children who support them with care. Staff place emphasis on helping children to stay safe and be healthy. They encourage them to spend some time each day playing outside, making good use of the newly purchased equipment and opportunities to develop their physical skills. Children contribute to establishing rules and learn safe behaviours, such as wearing safety helmets when riding bicycles. They are well supported to develop the attitudes they need to continue to be good learners in school.

Setting details

Unique reference number	EY282896
Local authority	Wigan
Inspection number	1058246
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	16
Number of children on roll	30
Name of registered person	Stay and Play at Shevington Vale Committee
Registered person unique reference number	RP524124
Date of previous inspection	1 February 2016
Telephone number	01257 253559 or 07939 195878

Stay and Play at Shevington Vale was registered in 2004. It is based in Shevington Vale Primary School in Appley Bridge, Wigan. It provides out-of-school care for children attending the host school and onsite pre-school. The setting employs two regular members of childcare staff, both of whom hold appropriate early years qualifications at level 3. The setting opens Monday to Friday, during term time only. Sessions are from 7.45am until 9am and from 3.30pm until 5.30pm.

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