

# Sylvan Court Out of School Provision

St. Marks Church Hall, Worsley Brow, Walkden Road, Worsley, Manchester, M28 2WH

<b>Inspection date</b>	17 November 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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. Children confidently explore the well-presented hall and make good use of the interesting play opportunities on offer.
- Staff take the 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 learning through their play.
- Relationships are strong. Parents and children have quickly established high levels of trust in the caring and enthusiastic staff team. Parents are encouraged to share information which helps staff to fully understand children's needs.
- 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.
- Children look forward to and enjoy a healthy and freshly prepared hot meal.
- Staff, led by the very experienced owner, regularly and effectively evaluate the quality of the provision. They access regular training which helps to further develop their knowledge and skills so that the quality of their practice continually improves.

### It is not yet outstanding because:

- There is scope to improve the provision for outdoor play so children have more regular opportunities to enhance their physical skills.
- Partnership working with the local school is not fully developed. Staff do not routinely discuss and agree the support they intend to offer, in order to complement children's experiences in school.

## What the setting needs to do to improve further

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

- enhance the provision for outdoor play and provide more regular and varied experiences that motivate children to practise and further develop their physical skills
- develop partnership working with the school that children attend to help staff complement children's time in school.

### Inspection activities

- The inspector observed activities indoors 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 also took account of children's views expressed through questionnaires.
- The inspector completed an evaluation of staff practice with the provider and manager.
- The inspector looked at relevant documentation, discussed the setting'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 several parents during the inspection and took account of their views through discussion.

### Inspector

Vickie Halliwell

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the indicators of abuse and implement appropriate procedures should they have any concerns about a child in their care. Secure recruitment and vetting procedures show that all staff have been thoroughly checked by the provider. The qualified manager skilfully guides and supports the staff team, continually monitoring and reviewing practice. New staff benefit from a rigorous induction process and continual advice and support. This helps them to review their practice and further improve the quality of care they provide. Staff have a realistic view of their strengths and a clear focus for their priorities to secure further and ongoing improvements. Risk assessments are regularly reviewed and all potential hazards are minimised to ensure children can play safely. Well-organised collection procedures help to keep children safe as they are escorted to and from school. All those involved, work very effectively as a team. The children's well-being and enjoyment is central to everything they do.

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

Overall, children benefit from a wide range of interesting and challenging experiences that, generally, complement their time in nursery and school. Staff make excellent use of elements from familiar stories to help keep children engaged on the short walk from school. Children are exceptionally well behaved. For example, behaviour is skilfully supported when adults model thinking and children are encouraged to think about the best way to avoid large puddles. Children respond enthusiastically, identifying which puddles they can safely step over and which ones they need to walk around. On arrival, the readily accessible play materials and activities stimulate children's independent learning. Children excitedly explore the familiar surroundings and make meaningful choices about what they play with. They are well supported by staff as they play and have fun together. Overall, children confidently practise and refine existing skills. Staff know children well and simultaneously support children of all ages. Younger children become engaged in creative activities, using sequins and glitter to create their own pictures. Staff gently extend activities and encourage children to access additional resources which enhance their experiences. Older children practise their early literacy skills as they play. With support, they identify letter sounds, play with alphabet stickers and form recognisable letters to write their own names.

### Personal development, behaviour and welfare are good

Good relationships with their key person and the wider staff team help children to form secure attachments. This provides a strong foundation for their emotional well-being. Children move easily and happily between their individual schools and the club. Staff initiate conversations as they sit alongside children as they play. They listen with interest, asking open questions to encourage lively discussions. Quieter and new children are very well supported by staff who offer a constant reassuring presence. Staff are sensitive to children's individual care needs and work very closely with parents to ensure these are well met. Children are familiar with established routines and staff support them to follow these.

## Setting details

<b>Unique reference number</b>	EY482047
<b>Local authority</b>	Salford
<b>Inspection number</b>	993319
<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>	3 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Sylvan Court Day Nursery Ltd
<b>Registered person unique reference number</b>	RP524906
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07919562912

Sylvan Court Out of School Provision was registered in 2014. The setting employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The setting opens on Monday to Friday, term time only. Sessions are from 7.30am until 9am and from 3pm until 6pm.

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