

# SOS Stonefold

St. Johns Stonefold C of E Primary School, Rising Bridge Road, ACCRINGTON,  
Lancashire, BB5 2SW



<b>Inspection date</b>	12 October 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

- The provider and manager effectively share a vision for high-quality care and education for children. They have established a committed staff team who is interested in children and who implements a varied and exciting programme of activities.
- Staff have a good understanding of how children learn through play. They engage them in interesting discussions, such as about the different cycles and shapes of the moon.
- Children are confident and benefit from warm relationships with staff. Staff are calm and caring. They play games and plan activities in which children share, take turns and discuss what type of behaviour they want in their club.
- Partnerships with parents, the host school and local organisations are strong. The club regularly shares information about children's activities. They value parents' and children's feedback and use it to set targets for further development.

### It is not yet outstanding because:

- Occasionally, staff are too keen to do things for children. This limits the opportunities children have to practise and further develop their independence skills.
- The programme of staff development and training is not highly targeted to raise the high quality of practice even further.

## What the setting needs to do to improve further

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

- increase opportunities for children to do things for themselves that help further promote their independence skills
- strengthen the programme of professional development for all staff and further enhance their skills and knowledge.

### Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning and development.
- The inspector held a meeting with the provider and manager. She looked at relevant documentation, such as the club's evidence of the suitability of staff and the club's self-evaluation.
- The inspector spoke to a small group of parents and carers during the inspection and took account of their views.
- The inspector spoke to children during the inspection at appropriate times and took account of their views.

### Inspector

Mary Wignall

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are confident about what they should do if they have any concerns about a child's well-being. Recruitment procedures are robust and ensure that all staff are suitably vetted and clear records maintained. Risk assessments are effective and staff are deployed well to support children's safety. Overall, staff performance procedures are suitable. A secure system of staff meetings and performance monitoring supports staff to share good practice. Evaluation is intrinsic to the club's activities. Staff reflect on their work and identify areas in which they can further improve. They work closely with parents, the school and other agencies. This helps to ensure that all children are cared for consistently. Documentation to support children's welfare is stored confidentially. It is regularly updated to ensure that staff know and understand each child's developing needs. Parents' and children's views are sought and acted upon. Good links with local organisations help create an inclusive and vibrant atmosphere in the club.

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

Children are active, curious and eager to play and learn. The manager and staff are skilled in talking to and engaging children in a wide range of activities. They show children how to use resources new to them. For instance, they show children how to press a torch on and show them the best way to hold it. They use rich and creative language as they talk to children. They help them to make good connections in their learning. For instance, they explain how the salt cellar and the sieve work in similar ways as children play with flour. The manager works with staff and children to plan activities that capture their interests and broaden their experiences and understanding. For instance, they invite a local butcher to show children how sausages are made. Children talk with confidence as they share their ideas on which animals come out at night. Staff recognise and celebrate when they use great vocabulary, such as 'nocturnal'.

### Personal development, behaviour and welfare are good

Children happily play cooperative games, such as table football. They take turns well and listen as other children speak or tell stories. Staff are attentive and motivate children. They notice children's efforts and involve them in promoting good behaviour. Both staff and children are encouraged to acknowledge and reward good behaviour. This helps to create a safe, positive play environment. Children learn about the differing needs of others in first-hand experiences. For instance, managers invite a guide-dog user to the club to meet and talk to the children. Children demonstrate good attitudes to healthy food as they enjoy their snack of bread, fruit and vegetables. Children demonstrate great confidence and imagination as they play. They make musical instruments from tubes, tins and small stones. They delight as they shake and bang them to beat a rhythm. Staff are calm and reassuring and develop good relationships with children.

## Setting details

<b>Unique reference number</b>	EY480598
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	985255
<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>	4 - 10
<b>Total number of places</b>	24
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Puddleducks @ Rising Bridge Ltd.
<b>Registered person unique reference number</b>	RP909676
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07907 450 815

SOS Stonefold was registered in 2014 and is run by Puddleducks @ Rising Bridge Limited. The provider also runs three private day nurseries. It operates from St John's Stonefold Church of England Primary School in Accrington, Lancashire. The club employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and 6, including one with early years professional status. The club opens from Monday to Friday, term time only. Sessions are from 7.45am to 8.50am and 3.15pm to 5.45pm.

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