

# School Shuttle Childcare Services @ Chowbent



CHOWBENT SCHOOL, Laburnum Street, Manchester, M46 9FP

<b>Inspection date</b>	15 December 2016
Previous inspection date	3 December 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 there has been a change of manager. The manager is making good use of guidance from the local authority and feedback from children and parents to reflect and to make continual improvements. As a result, she has managed to maintain the good quality provision for all children.
- Children have a clear sense of belonging and they relax as they play and have fun together. They extend their friendships as they mix with children who attend different schools. Older children are supportive of their younger peers.
- Children and parents form positive relationships with some long-serving staff who know children and their families well. They share useful information to support children's health and development. Parents are asked for their ideas to help the setting improve.
- Close working relationships with teachers in the host school help staff identify children who need extra help, as well as ways to support and complement the learning that takes place in school.

### It is not yet outstanding because:

- The manager does not monitor staff practice rigorously enough and consider and recognise ways to improve practice to the highest level.
- Staff do not always extend children's awareness of positive social values and help them to solve their own problems and manage their play in highly responsible ways.

## What the setting needs to do to improve further

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

- enhance understanding of the very best practice and use this knowledge to help evaluate more effectively, to drive the quality of staff's practice to the very highest level
- build on children's already good understanding of positive social values and consider further ways of helping them to think about how to independently solve problems and manage their own play in highly responsible ways.

### 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 activities.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation, such as the operational plan, evidence of the suitability of staff working in the setting, staff training and children's records.
- The inspector spoke to some children and parents during the inspection. She took account of the views of others, using the setting's own records.

### Inspector

Angela Rowley

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are safely recruited and vetted. They regularly attend essential training, such as for first aid and child protection. The manager has a working knowledge of responding to concerns to help keep children safe. She implements clear operational procedures. These include procedures for the safe storage of mobile phones. Staff also keep all required records and have procedures for ensuring the safety of children when taking them to school and collecting them from other schools. Regular and consistent staff support children well. The manager gives a clear guidance to ensure the provision runs smoothly and, generally, monitors staff performance well. The manager is reflective. She looks for new ideas to refresh and improve the activities for children. She works closely with the provider and host school to achieve this. Plans are already in place to allow children safe access to the internet to extend their use of technology in the setting and to find ways to enable children to play outside safely in the winter months.

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

Staff request information about children from parents so they can meet their needs from the start. They also discuss children's needs with teachers in the schools they serve. This helps them to identify which children need any additional support. Staff plan and provide interesting play opportunities, which build on children's learning in school. For example, on the day of the inspection staff equipped the craft activity area to provide creative opportunities for children to design greetings cards or write letters to Santa. The youngest children practised writing their names and simple words, such as Mum and Dad. During creative activities, staff make suggestions and model how to design using even better ways. Children show great pride in what they achieve. Staff have a good understanding of different play preferences. They plan effectively to engage all children in interesting play. For example, boys and girls enjoy imaginative play as they play with toy ponies and dinosaurs collaboratively.

### Personal development, behaviour and welfare are good

An established key-person system is used effectively to ensure children are well supported and have a smooth transition between the setting and school. Children develop strong bonds with staff and enjoy their interaction and conversation during play. They develop a strong sense of security and are confident to make full use of the available space to have fun or to relax together. In the main, children know what is expected of them. Staff implement consistent routines and children contribute to making the rules. Staff have recently started to place a strong emphasis on promoting positive social values, in particular encouraging children to be more helpful and respectful. Staff recognise the importance of children being able to play energetically after school. They make good use of the playground and hall to organise sports activities and team games. Children enjoy the food and drink provided. They swiftly learn how to follow expected self-care routines, such as clearing away and washing their own plates and cups after snack time. Children's social skills and levels of confidence develop significantly. Staff support children to develop the confident attitudes they need to continue being good learners in school.

## Setting details

<b>Unique reference number</b>	EY465270
<b>Local authority</b>	Wigan
<b>Inspection number</b>	1066978
<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 - 12
<b>Total number of places</b>	60
<b>Number of children on roll</b>	135
<b>Name of registered person</b>	School Shuttle Childcare Services Ltd
<b>Registered person unique reference number</b>	RP532784
<b>Date of previous inspection</b>	3 December 2013
<b>Telephone number</b>	07967482419

School Shuttle Childcare Services @ Chowbent registered in 2013. It is one of four current out-of-school settings operated by School Shuttle Childcare Services Ltd. Children are transported to and from a number of local schools to childcare sessions held in designated areas within Chowbent Primary School. The setting employs seven regular members of childcare staff. The manager holds a suitable early years qualification at level 3. The setting opens from 7.30am to 9am and 3pm to 6pm, Monday to Friday, during term time. Holiday care is provided each weekday, from 7.30am to 6pm.

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