

# Everyone Matters Childcare Limited



Walton-le-Dale Cp School, Severn Drive, Walton-le-Dale, PRESTON, PR5 4TD

<b>Inspection date</b>	7 March 2017
Previous inspection date	21 March 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

- The management team demonstrates a strong commitment to continuous improvement. They seek the views of staff, parents and children in their self-evaluation and use this information to identify and make improvements.
- The management team and staff have built excellent partnerships with the host school. Good priority is given to ensuring activities at the club complement those undertaken at school. Children enter enthusiastically and quickly engage in a variety of different play and activities.
- The environments both inside and outdoors are stimulating and attractively arranged to help children make independent choices in their play and consolidate learning undertaken in school.
- Staff support children to lead a healthy lifestyle. Children enjoy healthy and nutritionally balanced snacks and have access to fresh drinking water. Children's physical health is very well promoted and children enjoy activities, such as team games and having access to large and small outdoor apparatus.

### It is not yet outstanding because:

- Staff do not fully make the most of opportunities to extend children's thinking beyond their immediate knowledge.
- Supervision arrangements do not maximise opportunities for staff to receive feedback on the quality of teaching and to share best practice across the team.

## What the setting needs to do to improve further

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

- provide even more opportunities that help children explore and extend their thinking and ideas beyond their immediate knowledge
- strengthen systems for staff supervision that help share best practice across the team and raise the quality of teaching even further.

### Inspection activities

- The inspector had a tour of the setting and observed the activities indoors and outdoors and the interactions between staff and children.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the setting's team leader.
- The inspector held a meeting with the setting's team leader and provider. She looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Donna Birch

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Clear policies, procedures and risk assessments are in place and implemented effectively by staff. All staff are aware of the procedures for reporting concerns or allegations. The setting is safe and secure. The management team and staff use self-evaluation very effectively. They work closely with the host school to improve outcomes for children. For example, joint funding has been used to build an outdoor gazebo. Children delight in using this for various activities, such as role play and drama. Parents comment positively on the quality of service provided. Staff make good use of daily conversations and share information effectively to ensure children's continued good progress and care needs are met.

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

Staff are well qualified and experienced. They provide a wide range of resources and activities suitable for children of all ages and stages of development. Staff place great emphasis on ensuring the activities at the setting complement those undertaken in school, overall. For example, children have access to the computer suite where they complete simple homework tasks and play educational games. Additionally, children take on various roles in the role play farm shop. These experiences are used well by staff to help extend children's literacy and mathematical skills. For example, children use a variety of different media to make signs, labels and price tags for the shop. Additionally, they use pretend money to buy and pay for the items. Staff encourage children to add up and subtract numbers and give the correct change. Outdoors, children participate in a variety of games, such as football, skipping and hop scotch. These activities help children develop their participation, listening and attention skills. Children participate in a variety of different extracurricular activities, such as sport, music and drama. These activities contribute to children developing good physical and social skills.

### Personal development, behaviour and welfare are good

Children are happy and very settled in the club. They enjoy warm and affectionate relationships with staff who are good role models and treat children fairly and with respect. Children are enthusiastic and display high levels of confidence and self-esteem. Children are kind and courteous with each other and behave extremely well. They demonstrate their good understanding of behaviour and safety. For example, during a craft activity they patiently wait their turn and carefully use resources, such as scissors, paint and glue. Children follow simple safety rules, such as walking indoors. Staff give them lots of praise and encouragement for their efforts. Older children show care and concern for younger children. They explain the procedures for team games and help them understand the rules for waiting for and using the computers. Children manage their own personal hygiene needs well, according to their age and stage of development. Staff help children to be healthy and stay safe. At snack time staff discuss the nutritional benefits of eating fruit and drinking plenty of water and milk. Staff work closely with children and parents when planning the menu at the setting. All food provided is healthy and nutritionally balanced.

## Setting details

<b>Unique reference number</b>	EY453635
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1066334
<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 - 11
<b>Total number of places</b>	45
<b>Number of children on roll</b>	112
<b>Name of registered person</b>	Everyone Matters Childcare Limited
<b>Registered person unique reference number</b>	RP531971
<b>Date of previous inspection</b>	21 March 2013
<b>Telephone number</b>	01772697449

Everyone Matters Childcare Limited was registered in 2012. The setting employs 12 members of childcare staff. Of these, six hold appropriate early years qualifications at levels 2 and 3. The setting opens from Monday to Friday, term time only. Sessions are from 7.30am to 9am and then 3pm to 6pm.

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