

# Little Stones Before And After School Club



Livingstone Primary & Nursery School, Vale Side, Mossley, ASHTON-UNDER-LYNE, Lancashire, OL5 0AP

<b>Inspection date</b>	8 March 2017
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 manager reflects on the effectiveness of the club regularly. She gathers the views of children, parents and staff to help identify and act on priorities for improvement.
- Staff plan for a wide range of activities that supports the children's interests and individual needs. For example, boys use their imagination to create models from small construction bricks.
- The manager has developed a strong partnership with the teachers on the school site. For example, staff find out about the topics children are covering in their classes while planning club activities. This helps to support continuity in experiences and learning.
- Children are happy and settled in the club. They enjoy themselves and have fun. They are engaged and show good concentration during activities.
- Children behave well. Staff consistently praise the children and support them to play cooperatively. This helps to develop key social skills in preparation for their future.
- Parents are very happy with the quality of care and learning their children receive. They comment, 'It's absolutely brilliant and every child is valued as an individual. Staff cater for the different ages of the children really well'.

### It is not yet outstanding because:

- Systems to monitor staff practice are not yet fully effective in raising the quality of their interactions with children to the highest standard.
- Opportunities and experiences in the club do not always support children to learn about different people, communities and cultures.

## What the setting needs to do to improve further

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

- enhance systems to monitor staff practice that drive the quality of their interactions with children to the highest standard
- extend opportunities and experiences provided for children that support them to learn about different people, communities and cultures.

### Inspection activities

- The inspector observed the quality of practice during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as staff appraisals, children's records 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

Helen Royston

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have suitable knowledge of child protection issues. They understand what action to take if concerned about the welfare of a child in their care. The environment is checked daily to identify and remove any possible hazards to children. This helps to keep children as safe from harm as possible. The manager has built strong partnerships with the parents and regularly asks for their comments and views about the club. One example of this is questionnaires being completed every three months. This information is used to make positive changes, such as introducing an arts and crafts box, which is regularly accessed by the children. The manager and staff member both hold appropriate qualifications and attend professional development opportunities. The manager holds a supervision meeting with the member of staff. This helps to improve her knowledge and skills. The club works closely with the school to share information about the children's needs, behaviour and learning.

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

Staff find out what children can do and already know when first starting at the club. They use this information to plan activities that follow their interests and support their individual needs. For example, children enjoy a variety of activities based on a story book they like to read. Staff demonstrate how to make a caterpillar print using their fingers in paint. They ask the children questions to check their understanding and promote communication effectively within the group. Staff observe the children while playing and identify what they need to learn next. Parents are kept well informed about their child's learning through daily discussions, photographs and text messages. Staff support the children with their reading and homework while in the club. They play a variety of games that support mathematical development, for example, recognising shapes and numbers. They encourage children to make marks and practise writing their name. This helps children to develop key skills in preparation for their future.

### Personal development, behaviour and welfare are good

Children have developed close relationships with the staff. This helps them to settle quickly in the club and fosters their emotional well-being. They are sensitively supported during care routines, such as washing their hands. Children take time to relax and rest when needed in the quiet area. Older children enjoy taking responsibility to help the younger children, for example, helping them to pour a drink of water. Children are able to make their own choices in play and learn how to do things for themselves. For example, they persevere to peel their own oranges at snack time. This helps to promote their growing independence skills. Children enjoy playing outdoors, riding on bikes, running, climbing and sliding. They enjoy using scissors to cut out pictures of food and sort them into healthy and unhealthy groups. This helps to promote their understanding of healthy lifestyles and the importance of physical well-being.

## Setting details

<b>Unique reference number</b>	EY484499
<b>Local authority</b>	Tameside
<b>Inspection number</b>	1000967
<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>	30
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Emma Samantha Morgan
<b>Registered person unique reference number</b>	RP515147
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07578482889

Little Stones Before And After School Club was registered in 2014. It is situated in Livingstone Primary and Nursery School in the Mossley area of Tameside. The out-of-school club employs two members of childcare staff who hold appropriate early years qualifications at level 2 or 3. The out-of-school club opens Monday to Friday during term time only. Sessions are from 7.30am until 9am and from 3.15pm until 5.45pm.

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