

Let's Be Kids (Chapelford)

Chapelford Primary School, Santa Rosa Boulevard, Great Sankey, Warrington, WA5 3AL



Inspection date

Previous inspection date

21 September 2017

Not applicable

The quality and standards of the early years provision

This inspection:

Good

2

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 has made an impressive start to establishing a very well-organised provision for the children. She makes very good use of her experience and expertise to continually evaluate what is working well, and to plan ideas for further improvement.
- The highest priority is given to promoting children's emotional well-being. Excellent information gathering and relationship building right at the start, help children and their families develop a strong sense of trust.
- Relationships are very strong. Children swiftly form strong attachments to the provider and her small staff team. They settle very quickly.
- Children of all ages enjoy their time in the club and are often reluctant to leave. They have a clear sense of belonging and confidently explore the interesting activities, indoors and outdoors.
- Partnership working is effective, including with the host school. The provider works closely with school staff and parents. They share information which helps everyone to keep children safe and fully understand their individual needs.

It is not yet outstanding because:

- The systems for the supervision, monitoring and coaching of staff are not utilised to the best possible effect to move towards consistently delivering the highest-quality provision for children.
- Staff do not consistently encourage children to take a lead in organising and managing themselves, as much as possible, including resolving conflicts independently.

What the setting needs to do to improve further

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

- embed the processes for monitoring and coaching staff, astutely targeting ways that will help them build on their individual practice, and move towards consistently delivering the highest-quality provision for children
- consider more ways to help children develop the highest levels of self-control and responsibility.

Inspection activities

- The inspector observed activities in the school hall and outdoor areas, and assessed the impact this has on children's enjoyment and development.
- The inspector held meetings with the provider and discussed the provider's self-evaluation and plans for improvement.
- The inspector spoke to children, staff and parents and took account of their views through discussion and the provider's records.
- The inspector looked at relevant documentation, such as records of children's attendance, staff supervision, qualification and training records, and evidence of the suitability of staff.

Inspector

Angela Rowley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The provider ensures staff have a secure understanding of how to implement policies, and report any concerns about children's welfare. She vigilantly assesses risk and, since registration, has worked with the school to further improve entrance arrangements and provide robust security. The provider uses her wealth of experience to lead and manage the club effectively. She is highly motivated and has swiftly established a clear ethos in the club of valuing every child as an individual. She takes a lead role in organising effective routines and in establishing very strong relationships with other professionals, parents and children. The provider is beginning to build the staff team to enable her to utilise her time and expertise, to further develop staff's practice. Parents value the provision very highly. They frequently comment on how happy and settled children are here and how much they grow in confidence.

Quality of teaching, learning and assessment is good

Children benefit from a wide range of interesting and challenging experiences that complement their time in school. The provider uses her expert understanding of how children learn to provide some very well-planned routines and resources that support children's development. For example, children's skills in mathematics are reinforced when they solve problems, and set the correct number of plates and cups at the snack table. Aided by the very strong relationships with the children, staff provide resources which they know will interest them. Children use the resources in highly creative ways. For example, older children make a giant cage using connecting straws while younger children mould modelling dough to represent food items, to support their imaginative play. Staff are skilled at encouraging children and make suggestions that extend their ideas even further. Staff also promote communication very well. Children are relaxed and speak confidently because staff know the types of questions and topics, which will encourage a response.

Personal development, behaviour and welfare are good

Children's well-being and enjoyment are central to everything staff do. A very well supported move into the setting helps them to settle very quickly. Children move happily between school and the club. The extremely caring and supportive environment helps them feel valued, safe and secure. Staff consider all children's needs. For example, children who want to sit quietly and relax have the space to do so, while others who want to be more physically active can run around outdoors. There are some very good opportunities that help children to be active and enjoy exercise. Children enjoy taking part in sports activities, such as archery and weekly exercise sessions. In the main, children's behaviour is very good. Staff intervene sensitively when, for example, children find sharing difficult. They help children to consider the feelings and needs of others. For the most part, children cooperate and work together very well.

Setting details

Unique reference number	EY543957
Local authority	Warrington
Inspection number	1099243
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	4 - 8
Total number of places	40
Number of children on roll	12
Name of registered person	Jenna Welsby
Registered person unique reference number	RP543956
Date of previous inspection	Not applicable
Telephone number	07515024703

Let's Be Kids (Chapelford) registered in 2017. It is located in Great Sankey, Warrington. The setting employs four members of staff, including the manager, one of whom holds early years professional status and one holds qualified teacher status. It operates from Monday to Friday, from 7.30am until 9am and from 3.15pm until 6pm during term time. It also operates from 8.30am until 5pm during some school holidays.

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