

Shoreside Out of School Services

Shoreside School, Westminster Drive, SOUTHPORT, Merseyside PR8 2QZ



Inspection date	25 September 2018
Previous inspection date	23 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- The manager and staff provide a range of activities that motivates children to learn. Children make good progress from their starting points.
- The quality of teaching is good, Staff skilfully question children routinely as part of their play.
- Children are happy and settle quickly, demonstrating they have formed warm and trusting relationships with staff. This ensures their emotional well-being is fully supported.
- The manager gathers the views of staff, parents and children to reflect on practice and make changes to provision.
- Parents speak highly of the nursery and say how their children enjoy attending.

It is not yet outstanding because:

- The provider's monitoring and supervision of staff is not yet highly effective in supporting staff to achieve the highest level of teaching practice.
- Parents are not encouraged to consistently contribute to children's assessments and share information about children's learning and interests at home to help to inform planning.

What the setting needs to do to improve further

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

- focus more precisely on staff monitoring and supervision to identify good practice and link any weakness to training to enhance the quality of teaching skills even further
- provide more opportunities for parents to contribute to assessments and share information about the learning that takes place at home and use this to inform the planning of activities.

Inspection activities

- The inspector observed the quality of teaching, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager. She looked at relevant documents and checked evidence of the suitability of staff.
- The inspector spoke with children and staff throughout the inspection.
- The inspector held discussions with parents and took into account their views.
- The inspector completed a joint observation with the manager and discussed this with her.

Inspector

Paula Graves

Inspection findings

Effectiveness of leadership and management is good

The manager uses effective monitoring systems to give her an understanding of the progress children are making. Safeguarding is effective. Staff have a good understanding of child protection and wider safeguarding issues. They are clear on the procedure to follow if they have concerns about a child. Staff supervise children well and provide a clean, safe and suitable environment. Effective recruitment procedures ensure that all staff are suitable to work with children. In out-of-school club, staff support children to do their homework. In addition, children can freely choose from a range of activities that helps them to relax after their time in school.

Quality of teaching, learning and assessment is good

Staff support children well in their overall development. They observe children and make accurate assessments of their learning. They plan for the next steps in their learning based on children's individual interests. Children develop early literacy skills. For example, they recognise and sound out the letters in their name and learn how to handle writing tools. Staff support children's language skills effectively. For example, they sit on the sofa and read stories to children. Additionally children take part in daily phonics singing sessions with staff. Staff support children's mathematical development. For example, they encourage children to count eight legs on a spider. Staff use mathematical language as they draw a giraffe. They encourage children to notice his long neck and small ears. Children engage in imaginative play as they create an ice cream parlour in the shop outside. Children explore the flow of water as they pour water down the pipes on the water wall. They giggle and laugh as it comes out the other end.

Personal development, behaviour and welfare are good

Staff make children aware of their expectations for behaviour. For example, they display classroom rules. They remind children to use good manners. Staff support children to share and take turns when playing board games. As a result, children's behaviour is good. Staff are good role models for children. They praise children consistently. This helps to raise their confidence and supports their self-esteem. Children manage their own care needs. For example, they independently wash and dry their hands before meals and snacks. Staff take plenty of opportunities to promote children's independence. For example, they encourage children to put on their own coats before playing outdoors. They encourage them to peel their own fruit and pour their own drinks at meal and snack times. Children's physical skills are supported well. For example, staff take part in music and dance sessions with the children. They delight as staff demonstrate the actions of the funky monkey song and the wiggly woo.

Outcomes for children are good

Children are well prepared for the next stages in their learning, including when they move on to school. They recognise their name written on card when they first arrive and post it in a box to mark their attendance. Children are confident and eager to learn. Children are encouraged to recognise their similarities and differences as they paint self-portraits. All children, including those for who the nursery receive funding make at least typical progress from their starting points.

Setting details

Unique reference number	310474
Local authority	Sefton
Inspection number	10060152
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	3 - 11
Total number of places	48
Number of children on roll	34
Name of registered person	Shoreside Out of School Services
Registered person unique reference number	RP524226
Date of previous inspection	23 June 2015
Telephone number	01704 576040

Shoreside Out of School Services registered in 2000. The service employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and one holds qualified teacher status. The service opens from Monday to Friday during term time. Sessions are from 8.00am until 8.45am and 3.15pm until 5.50pm for the out-of-school club and 9.00am until 3.30pm for the nursery. The nursery provides funded early education for three- and four-year-old children.

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