

Stay and Play

Norden Cp School, Shawfield Lane, ROCHDALE, Lancashire OL12 7RQ



Inspection date	26 September 2018
Previous inspection date	17 December 2014

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		Not Applicable	

Summary of key findings for parents

The provision is good

- The experienced leaders oversee the running of the club very well. They place the children and families at the centre of everything they do. As a result, the club continues to offer a good standard of care.
- Partnership with parents is good. Parents comment very positively about the care their child receives and how much they value the service the club provides. Parents receive regular updates about the activities their child has taken part in and upcoming events.
- Children of all ages thoroughly enjoy their time at the club and often express a reluctance to leave. They are familiar with their surroundings and take part in a good variety of interesting activities. Staff complement children's learning in school. For example, they encourage and support older children to complete their homework alongside their peers.
- Children settle very well at the club and quickly build up strong bonds with the staff. Children get to spend time with their key person, such as sitting with them for their snack. This helps to promote younger children's emotional well-being and sense of belonging.
- Staff manage children's behaviour well and intervene when appropriate to resolve any conflicts. Children are very clear about the behaviour expectations of the club and are aware of the rules and routines. The atmosphere is calm and children play harmoniously.

It is not yet outstanding because:

- Children have limited opportunities to learn about faiths, cultures and religions, which may be different to their own.
- Professional development does not focus precisely enough on raising the quality of staff practice to the highest level.

What the setting needs to do to improve further

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

- enhance knowledge and skills through a clearly targeted programme of professional development
- provide children with further opportunities to learn about similarities and differences in people and the wider community.

Inspection activities

- The inspector observed activities and the interactions between staff and children.
- The inspector held meetings with the owners of the club throughout the inspection.
- The inspector took account of the views of parents, children and staff on the day of the inspection.
- The inspector checked evidence of the suitability of adults working at the club.
- The inspector looked at relevant documentation, including a sample of policies and procedures, risk assessments and children's records.

Inspector
Stephanie Nixon

Inspection findings

Effectiveness of leadership and management is good

The well-qualified leaders of the club understand their responsibilities to meet the statutory requirements and have a commitment to provide a good quality service. Safeguarding is effective. Staff have attended safeguarding training delivered by the local authority and sought additional training to keep their knowledge up to date. Staff have a good understanding of the signs and indicators of abuse and wider safeguarding matters. They also understand the action to take in the event of an allegation being made against a member of staff. This helps to keep children safe from harm. Leaders complete thorough recruitment procedures to ensure that staff are suitable to work with children. Staff benefit from a detailed induction procedure and are encouraged to complete additional training courses, such as food safety. This helps staff to understand and fulfil their roles and responsibilities. Leaders have systems in place to monitor the quality of staff practice. However, these are not focused sharply enough to consistently promote professional development. The views of parents are regularly gathered and respected. Their wishes are taken into account to ensure the quality of care is maintained.

Quality of teaching, learning and assessment is good

Staff provide a wide variety of interesting activities that help to complement children's development. Children of all ages arrive at the club and are confident to make their own choices in their play. Younger children's early literacy skills are promoted as they use a variety of writing materials to create their own pictures. Older children use their imagination as they create new hairstyles on mannequins and their friends. Children's creative and physical development are well-supported. Children show great pride in their achievements as they create buildings using magnetic bricks. Children play well together and have developed friendships with children of all ages at the club. For example, older children take turns and keep each others scores as they play table football. Staff are skilled at promoting children's social and communication skills. They listen carefully as children talk to them about their day at school and their friends and families. Staff share information with parents on a daily basis, which keeps them up to date on their child's care.

Personal development, behaviour and welfare are good

Children are extremely happy and secure. Younger children who are very new to the club settle quickly because staff build good relationships with them and their parents. For example, staff accompany younger children from their classrooms and help them to settle into the club on their arrival. This helps to promote their emotional well-being and creates a supportive atmosphere. Children are eager to inform the inspector of how much they love the food they are given at the club. Healthy living is promoted well as children are given an appetising platter of fruits and vegetables. Younger children's independence and self-care skills are developing well. They competently use knives to spread their crackers with cheese and butter. Children are encouraged to support their local community as they join in with colouring competitions organised by the local café. However, children have fewer opportunities to learn more about different faiths, cultures and religions.

Setting details

Unique reference number	316385
Local authority	Rochdale
Inspection number	10067600
Type of provision	Out-of-school 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	55
Name of registered person	Mrs Debbie Greenwood & Mrs Dawn Hamilton Partnership
Registered person unique reference number	RP523939
Date of previous inspection	17 December 2014
Telephone number	07281116202

Stay and Play Out of School Club registered in 1994 and is situated in the Norden area of Rochdale. The club employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The club opens Monday to Friday, term time only. Sessions are from 7.30am to 8.30am, and from 3pm to 6pm.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

