

# Cavendish Out of School Club Limited

Cavendish Road Primary School, Cavendish Road, MANCHESTER M20 1JG



## Inspection date

3 January 2019

Previous inspection date

30 October 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

### This provision is good

- Staff know children well and they are astute to their needs and their changing interests. They observe and monitor their experiences, and plan opportunities that will challenge and secure their skills. Children are developing secure relationships with staff who are positive role models.
- Children have access to ample resources and activities that both interest and challenge them. They are confident to access any resources they wish and are aware of the need to keep their areas tidy to avoid any unnecessary accidents.
- Children's behaviour is well managed and expectations are discussed openly. As a result, children are able to talk to each other about any concerns they have, negotiate and solve problems together.
- Managers lead the staff team well and they are focused and team-oriented. This allows for open relationships that can support developments and training. The staff reflect together to look at ways to enhance the provision.
- Partnerships with the host school are exceptionally strong. Regular meetings with the early years team ensure children receive a consistent approach in their progress and development. This is further complemented by staff's positive partnerships with parents. Parents share information about their children freely, which means that their children's individual needs are considered.
- There are occasions when staff do not maximise opportunities to extend and challenge children's play outside following observations of play.
- Staff supervision and assessment to develop practice are not consistent enough to raise the quality of the provision even further.

## What the setting needs to do to improve further

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

- use observations of children playing outside to extend on their experiences and offer further challenge
- plan and implement a more regular process for carrying out meaningful supervision and assessments of staff to raise the overall quality of the setting and the experiences offered to children.

### Inspection activities

- The inspector observed activities indoors and outdoors and assessed the impact these have on children's play and experiences.
- The inspector had a tour of the premises and viewed the areas of the school used for childcare.
- The inspector viewed a range of documentation, such as policies and procedures, children's and staff's records, and checked the evidence of suitability for all staff members.
- The inspector spoke to staff and children at appropriate times during the inspection and took into account their views.

### Inspector

Shelley O'Brien

## Inspection findings

### Effectiveness of leadership and management is good

Managers lead their staff team with enthusiasm. All staff work together to provide children with an exciting and interesting environment for them to play in. Self-evaluation allows the staff team to consider what is working well and to make points for future developments to enhance the quality of the provision. Managers gather information and comments from parents and children to ensure they are fully included in the reflective process. The arrangements for safeguarding are effective. All staff understand their responsibilities to protect children from harm. They are aware of the possible signs, symptoms and indicators of abuse, as well as the more complex issues that may affect a child's life. Children are further protected through robust risk assessment and recruitment and selection procedures. Training is undertaken by the staff team to ensure standards are maintained for meeting registration requirements.

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

Children enjoy their time at the provision. They are able to access a wide range of resources to play with and they confidently move around their environment. They are supervised by well-trained and respectful staff. Children enjoy using their imagination and they build objects, immerse themselves in role play and care for dolls and cuddly toys. Staff give children extended opportunities indoors by making suggestions for play and ways for them to extend their play. For example, staff question the way in which things work and ask children to explain rules of play. Children delight in a song and music session. They learn songs to perform and are accompanied by musical instruments. Staff use their talents to enhance opportunities for the benefit of children. Staff complement the learning that takes place during term time. They help children to cement the skills they have learned before and support them to develop new skills they will need for their future learning.

### Personal development, behaviour and welfare are good

Children have access to a secure large playground with a variety of climbing apparatus available. Staff enhance the area by offering additional resources, such as bats, balls and other physical play resources. Staff are deployed around the area to ensure children's safety. Children have opportunities to attend organised trips out during the warmer months to places of interest, such as the zoo or science museums. Children have a good understanding of how to keep themselves healthy. They have clear routines and are confident in self-care. They have healthy meals and snacks offered to them throughout the day, all of which are provided by the provision. Children confidently serve themselves and make their own lunches. They enjoy the social element of this part of the day and communicate with each other freely. Staff support children's needs well. They tailor this support to suit individuality and the specific requirements of children. This helps children's emotional well-being and sense of belonging.

## Setting details

<b>Unique reference number</b>	EY478513
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10069595
<b>Type of provision</b>	Out-of-school day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	3 - 11
<b>Total number of places</b>	40
<b>Number of children on roll</b>	200
<b>Name of registered person</b>	Cavendish Out of School Club Limited
<b>Registered person unique reference number</b>	RP903324
<b>Date of previous inspection</b>	30 October 2014
<b>Telephone number</b>	07854263209

Cavendish Out of School Club Limited registered in 2014. The setting employs 16 members of childcare staff, nine of whom hold appropriate early years qualifications. The setting opens Monday to Friday from 7.30am until 6pm, during school holidays only.

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.

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