

Elm Cottage Out of School at Hursthead

Hursthead Infant School, Kirkstead Road, Cheadle Hulme, Cheadle, Cheshire SK8 7PZ



Inspection date	20 February 2019
Previous inspection date	21 March 2016

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

- Children become deeply involved in self-chosen activities that capture their interest. Varied, physical play in the outdoor area is a particular strength of the provision. Children practise skills and learn new ones. For example, they concentrate hard to aim and shoot toy arrows at a target. This helps to promote their strength and coordination really well.
- Parents comment that children are eager to attend the club. They say that systems for passing messages between home, the club and the school are effective. Parents say that managers seek and welcome their views. They feel well informed about activities.
- Partnership with the school is effective. The school and the club adopt similar policies that help to promote children's welfare. For example, they ask parents not to include anything that contains nuts in children's snacks and packed lunches.
- Practitioners plan adult-led activities that help children to find out about the world. This is exemplified when they plant cress seeds. They talk about what they must do to help the seeds to grow into plants that they can eat.
- The regular monitoring of the performance of practitioners does not yet lead to specific and measurable targets that promote continuous improvement in their practice.
- Practitioners, sometimes, do not meticulously remind children about the rules for their play, when necessary.

What the setting needs to do to improve further

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

- build on the systems for assessing the performance of practitioners, so that plans for their professional development are sharply focused and help to drive rapid improvement
- strengthen techniques for explaining activities, so that children fully understand the rules and develop the highest levels of confidence and independence.

Inspection activities

- The inspector observed the quality of interactions during activities indoors and outdoors. She assessed the impact these have on children's well-being.
- The inspector spoke with practitioners and children during the inspection. She spoke to parents and took account of their views.
- The inspector completed a joint observation with the club manager.
- The inspector held a meeting with the manager and the deputy manager. She looked at relevant documentation and evidence of the suitability of practitioners working in the club.

Inspector
Susan King

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Managers attend training that refreshes and extends their knowledge and understanding of child protection matters. Practitioners know the action they must take if they are concerned that a child may be at risk of harm. Managers carefully follow robust procedures for recruiting practitioners. They regularly check that practitioners remain suitable to work with children. Managers evaluate practice and plan changes that improve the provision. This is demonstrated when they improve the routine for pausing activities and getting everyone's attention. Children learn to respond to the signal. They know that it means it is time to listen. Practitioners work together well. For example, the numbers of children playing indoors and outdoors fluctuates continuously. Practitioners make sure that they are well positioned to supervise children at all times.

Quality of teaching, learning and assessment is good

Practitioners demonstrate good knowledge of the learning and development requirements and understand how children learn. This helps them to complement what children learn in school. This is demonstrated really well when children sit together and thread beads onto strings. Children make alternating patterns with the beads. They count up how many beads they have on their string. They find out whose string of beads is the longest. Practitioners join in and hold interesting conversations with children about wide-ranging topics as they work. Children talk about and develop storylines for role play. For instance, they set up folding chairs in the wooded area and pretend that they are camping. Children read and write their names as part of routines and activities. For example, children add their name to a list of children who want to play on the games console. When they have had their turn they tick their name on the list.

Personal development, behaviour and welfare are good

Relationships between children and practitioners are positive. Practitioners are friendly and polite and children copy them. This helps to promote a busy, purposeful atmosphere in the club. Practitioners follow well-established routines that help them to keep children safe. This is demonstrated when they collect children from school classrooms at the end of the school day. They rigorously check the register to make sure that everyone is accounted for. Practitioners gather important information about children from parents. For example, they make sure that information about children's medical details and allergies to particular foods is shared effectively. Practitioners encourage children to respect other people's opinions. This is demonstrated when they create opportunities for children to participate in polling exercises. In one example, children listen carefully to a list of film titles, then vote for the one that they want to watch. Children begin to understand how exercise and a balanced diet contribute to their good health.

Setting details

Unique reference number	EY313648
Local authority	Stockport
Inspection number	10073572
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	4 - 11
Total number of places	100
Number of children on roll	544
Name of registered person	Elm Cottage Ltd
Registered person unique reference number	RP907526
Date of previous inspection	21 March 2016
Telephone number	07848437983

Elm Cottage Out of School at Hursthead registered in 2005. The club employs 10 members of childcare staff. Of these, one holds a qualification at level 6, four members of staff hold qualifications at level 3 and two hold qualifications at level 2. The club opens from Monday to Friday, all year round. Out-of-school club sessions are from 7.45am until 9am and 3.15pm until 5.45pm. Holiday club sessions are from 7.45am until 5.45pm.

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

