

# Little Tinkers Day Care Limited



Norbury Hall Primary School, Shepley Drive, Hazel Grove, Stockport, Cheshire SK7 6LE

<b>Inspection date</b>	27 June 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Caring and supportive staff have developed strong bonds with children. Children arrive at the club happy, settled and eager to socialise with staff and their friends. They talk enthusiastically about their favourite things to do while at the club, such as 'playing cricket' and 'making domino trails'.
- Partnerships with the host school are very positive. Staff work closely with teachers to gather information about what children are learning at school. They provide a good selection of activities and experiences at the club that meet children's needs and complement their learning.
- Staff work in effective partnership with parents to promote consistency of care. They gather comprehensive information about children's interests, likes, dislikes and needs when they first start. This helps staff to get to know children well from the very beginning.
- The manager and staff work well together to evaluate the effectiveness of the club and reflect on their practice. They actively seek the views of those who use the club to plan for further development. Parents and the headteacher speak positively about the club. They say the club has 'become an integral part of the school'.
- The manager consistently promotes children's safety. She implements robust procedures for collecting children from school. For example, she provides staff and teachers with up-to-date attendance information to ensure children's transition to the club is well managed and safe.
- During the after school session, staff do not organise the routine to maximum effect so that children have full access to the range of resources on their arrival.
- Staff do not continuously provide children with a comfortable space in which to rest, relax and enjoy quieter activities following their day at school.

## What the setting needs to do to improve further

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

- review the organisation of the routine at the beginning of the session, so that children are able to purposefully engage in activities when they first arrive from school
- consider ways to better support children who wish to relax, rest or play quietly after their day at school.

### Inspection activities

- The inspector observed activities indoors and outdoors, and assessed the impact they have on children's enjoyment at the club.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation, including policies and procedures. She checked evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection and from written feedback.

**Inspector**  
Helen Gaze

## Inspection findings

### Effectiveness of leadership and management is good

The club is well led and managed by the provider, who is also the manager. She maintains and organises documentation for the club very well. Recruitment procedures are thorough and ensure all staff who work at the club are suitable. Following recruitment, staff undergo a comprehensive induction and have regular supervision meetings. This helps to ensure staff are well supported in their role. All staff hold paediatric first-aid certificates. They are well equipped and knowledgeable in how to manage minor accidents and provide first aid if necessary. Staff access training to continue their professional development. For example, a training course hosted by the school has led to more collaborative ways of working to promote children's positive behaviour. Safeguarding is effective. The manager and staff have a clear understanding of safeguarding issues and they know how to respond to concerns about a child's welfare.

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

Children enjoy attending the club. They are well supported by staff to make decisions about their play and confidently choose resources that interest them. Young children enjoy working alongside older children to build and construct using magnetic blocks. Staff interact purposefully with children to extend their communication skills. For example, they engage children in discussions about famous landmarks in Italy and London. Staff help children to overcome challenges they encounter, to develop their thinking skills even further. For instance, they help children to complete a large jigsaw by encouraging them to sort the pieces into colours, shapes and sizes. Children persevere with tasks, develop confidence in their own ability and concentrate well. Children have access to a wide selection of resources that support their early writing skills. For example, children enjoy writing short stories and creating their own detailed illustrations. These types of activities help to deepen children's interest in writing and mark making which complements their learning well.

### Personal development, behaviour and welfare are good

Staff help children to feel a secure sense of belonging at the club. They listen to children well and value their opinions. For example, children help in making decisions about the activities at the club. Staff place a strong focus on supporting children's health and well-being. They provide a range of healthy foods, such as watermelon, for children to try. Younger children show good levels of independence as they confidently manage tasks for themselves during routines. Children benefit from plenty of opportunities to be physically active inside and outside. They participate in group games, such as cricket, football and basketball. Children work collaboratively to organise themselves into teams. Younger and older children play harmoniously together, sharing resources and taking turns. Young children explore wooded areas in the tyre park, where they gain greater confidence in balancing and moving around safely. They manage risks well and learn how to keep themselves safe. For example, they know to be cautious when moving around the outdoor area to avoid potential accidents.

## Setting details

<b>Unique reference number</b>	EY555836
<b>Local authority</b>	Stockport
<b>Inspection number</b>	10101702
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	60
<b>Number of children on roll</b>	204
<b>Name of registered person</b>	Little Tinkers Day Care Limited
<b>Registered person unique reference number</b>	RP555835
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07808 653926

Little Tinkers Day Care Limited registered in 2018 and is run by Little Tinkers Daycare Limited. It is located at Norbury Hall Primary School in Stockport. The club employs nine members of childcare staff. Eight staff hold appropriate early years qualifications at level 2 and above. The club opens from Monday to Friday during term time only. Sessions are from 7.30am until 9am and 3.15pm until 6pm.

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