

Inspection of Holland Moor Extended Services - Windmill Club

Holland Moor Cp School, Cornbrook, SKELMERSDALE, Lancashire WN8 9AG

Inspection date:

28 January 2020

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children are excited and enthusiastic to attend the club. They eagerly seek out their friends and settle quickly into the routine. This indicates that children feel happy, safe and secure at the club. The provision is spacious and well thought-out. Despite a large number of children present, the environment is very calm and relaxing. Children have access to a wide range of activities and resources appropriate to their age. They demonstrate high levels of engagement with both staff and other children.

Staff have high expectations for behaviour. Children help to create the club's rules and boundaries at the beginning of each year. This means that they are aware of what is expected of them. Children are self-motivated and have a positive attitude to learning. They frequently engage in play with staff and hold meaningful conversations. For example, children talk to staff about what it means to be born in a leap year. Children are supportive and caring towards each other. They share, take turns and play cooperatively. Older children gently offer kind words of encouragement to younger children who are learning to use the scissors. This helps children to feel confident and develops their self-esteem.

What does the early years setting do well and what does it need to do better?

- The manager plans and implements activities that are highly complementary of what children are learning in school. Well-qualified staff are knowledgeable about their key children and have an excellent understanding of how to extend their learning during club hours. This means that the continuity of care for children is first class. Furthermore, staff regularly share information about children with teachers and contribute to their assessments. Partnership working with the school is outstanding.
- Children choose from a selection of healthy foods. They select their own snacks and use small jugs to pour their own drinks. This helps to promote children's independence skills. Staff model good hygiene practices and talk to children about the importance of healthy foods. For example, staff and children work together to create a healthy picnic using pretend foods. Children have regular access to the outdoor area. They explore the cars and bikes and play football with their friends. Staff recognise that giving children this opportunity to exercise is an important part of their day.
- Children conduct themselves well. They work hard to regulate their behaviour and seek out staff for support if they are struggling. For instance, young children ask staff for egg timers when they identify that they need help to wait patiently.
- Staff make the most of opportunities for children to discuss their feelings and develop their vocabulary. For example, staff read to children and encourage

them to talk about how the book makes them feel. Additionally, children predict how they think the different characters may feel. This develops children's emotional literacy and helps to teach them the language of feelings.

- Relationships between staff and children are based on mutual respect. Staff are very patient; they listen carefully and with interest when children speak. They ensure that children have lots of time to express themselves and share their views and opinions. This helps children to feel confident and unique.
- Leaders and managers work hard to provide high-quality care for children. They are highly reflective and hold regular meetings with children to discuss ways they can improve the club even further. Parents have frequent opportunities to share their views and are very happy with the level of care provided.
- Systems in place for coaching and mentoring staff are robust. Managers regularly observe staff performance, provide accurate feedback and identify training requirements. Staff feel well supported.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a sound understanding of their roles and responsibilities in relation to keeping children safe. They are alert to signs and symptoms that may indicate a child is at risk of harm. Staff are confident with the procedures to follow if they have concerns about the welfare of a child. The management team has robust procedures in place for the safe recruitment and vetting of staff.

Setting details

Unique reference number	EY382110
Local authority	Lancashire
Inspection number	10064163
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	11 to 3
Total number of places	32
Number of children on roll	80
Name of registered person	Holland Moor Extended Services
Registered person unique reference number	RP910788
Telephone number	01695 725 062 or 07591 618 165
Date of previous inspection	1 July 2015

Information about this early years setting

The Windmill Club registered in 2009. It operates from Holland Moor Primary School in Skelmersdale, Lancashire. The club employs 11 members of childcare staff, nine of whom hold appropriate early years qualifications at level 2 or above. The club opens Monday to Friday, 3pm to 5.45pm, during term time only.

Information about this inspection

Inspector

Kayte Farrell

Inspection activities

- The manager gave the inspector a tour of the premises and discussed how she organises the club and plans suitable activities for children.
- A number of parents were spoken to. Their views and opinions were taken into account.
- The inspector and manager completed a joint observation and discussed how the activity complemented what children learn in school.
- Regular discussions were held with staff and children at appropriate times during the inspection.
- The inspector held a meeting with the management team. Documentation relating to the suitability of staff was checked. The inspector also looked at paediatric first-aid certificates and qualification certificates.

We carried out this inspection 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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