

# Schools Out

Inspection report for early years provision

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**Unique reference number**

EY263155

**Inspection date**

07/10/2011

**Inspector**

Alec Smith

**Setting address**

Cloverlea Primary School, Green Lane North, Timperley,  
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**Telephone number**

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**Type of setting**

Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Schools Out was registered in 2003. It operates from the art room and main hall in the school building of Cloverlea primary school, Timperley. Children have access to the large secure playground. The club serves the children who attend the school and the local community.

The club is open each weekday from 8am to 9am and 3pm to 6pm term time only. Holiday care is offered during school holiday periods with the exception of the Christmas period and statutory holidays. The sessions are from 8am to 6pm. A maximum of 48 children between the ages of three years and eight years may attend the club at any one time. There are currently 47 children on roll. Older children are cared for under the registration on the compulsory and voluntary parts of the Childcare Register.

The club supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are eight staff and one operational manager, all of whom hold appropriate play work and childcare qualifications. In addition, a bank of suitable staff is available for emergencies. The club is supported by Trafford Sure Start.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children settle exceptionally well and are enthusiastic to learn in this warm, inspiring and well-organized environment, which staff have worked hard to make accessible to all children. They make excellent progress in their learning because staff have a superb grasp of how to plan and provide play and activities to ensure that children's individual needs are superbly met. All required documentation is organized to a very high standard, and all policies are highly effective in practice to support excellent outcomes for children. Through fantastic links with parents and other providers, staff ensure the unique needs of every child are met. First class self-evaluation processes are in place so that challenging targets are established.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- developing further opportunities for children to experience a variety of activities in the outdoor area.

## **The effectiveness of leadership and management of the early years provision**

Children are exceptionally well protected and safeguarded as staff have an excellent understanding of local safeguarding procedures. There are meticulous policies and procedures in place and parents actively contribute to these and receive them in a detailed welcome pack. Staff go through a stringent recruitment process and rigorous checks are made on all staff. The manager uses highly effective 'policy scenarios' to train staff so they are always kept up-to-date with child protection procedures.

Staff have an excellent understanding of the Early Years Foundation stage and use this exceedingly well to support children's learning. The environment of the setting gives every child access to a very wide range of activities. This means that children are highly motivated to make their own choices and so make excellent progress. For example, children can choose from a vast selection of resources at the creative station and explore their own ideas. This same range of choices could be expanded further so that children can experience an even wider variety of activities in the outdoor area.

The management team works very closely with all staff to evaluate the setting's practice. All recommendations from the previous inspection have been met and exceeded. For example, staff have developed a quiet area and book corner so that children have somewhere to read and rest. The management team uses the Ofsted self-evaluation form highly effectively and has involved a number of stakeholders, including parents and children, in this process. This is used to set highly ambitious targets with all staff to promote improvement. For example, they have further improved links with school so that all children's needs are met.

The setting forms excellent relationships with parents. For example, they are given meticulously detailed information each half term so they can support their children's learning at home. There are excellent systems in place to keep parents informed about children's progress. This means that children's individual needs are given the utmost priority. Parents' views are sort through surveys and a suggestion box and they are then informed, though email, text and newsletters, what the outcome has been. This same level of highly effective relationships with other providers and professionals means that children's welfare and progress is excellently supported.

The setting provides outstanding support for children who have special education needs and/or disabilities. For example, the Special Education Needs Coordinator works closely with the school and parents to develop Individual Education Plans. This means all children make excellent progress. Staff work continually towards making sure they are inclusive. For example, staff and children take part in disability awareness workshops where they learn about supporting those in wheelchairs.

## **The quality and standards of the early years provision and outcomes for children**

Children are extremely confident and self-assured in the setting and feel very safe and secure. This is because staff place the utmost priority in establishing relationships with the children. Children have an excellent understanding of safety rules. For example, children remind each other that they must sit at snack time "because you might choke". This is because children have innovative opportunities to take part in mini first aid courses where they learn how to be safe and what to do in case of an accident. Children learn how to use equipment safely outside as staff provide outstanding support. For example, staff expertly decide when to offer children support or to stand back at the climbing equipment, as they are fully aware of children's individual levels of development.

Children have extremely good opportunities to learn about healthy lifestyles. They learn about healthy choices because children have outstanding opportunities to make their own choices through a wide variety of healthy options at the snack station. Children serve their own snack and water, and wash their hands with no reminders. This gives them first class opportunities to learn about hygiene routines. Children of all ages develop excellent physical skills on the wide range of play equipment and take part in an amazing range of clubs such as street dance and Tae Kwon Do.

Children make excellent progress towards the Early Learning Goals because staff complete exceptional observations and very well-organised planning around the needs and interests of children. Children's progress at school is also used highly effectively to ensure continuity of learning. Children hunt for mini beasts outside in the nature area, make a home for the bugs and staff talk to them about what they have found. This gives them excellent opportunities to develop their understanding of the world around them. Children are developing excellent mark making skills. For example, children make marks in a well-resourced writing area, selecting their own materials and exploring their own idea. Children make superb progress in their numeracy skills. They collect objects, such as leaves and conkers, compare their sizes and count how many they have found. They solve problems such as discussing ways that adults could use the climbing equipment without their feet touching the ground. Children gain excellent skills for the future as they have access to a range of electrical games and computers.

Children are extremely well behaved because the staff are very good role models and set clear boundaries. Children are part of the decision making for rules and are part of a 'Children's Council' so they are fully involved in every thing they do. Children learn about their own and different cultures through a vast range of activities and resources. For Chinese New Year, children visited Chinatown, tasted a selection of foods and took part in dragon dances.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met