

# Future Stars Childcare Hoylake

Inspection report for early years provision

---

**Unique reference number**

EY420719

**Inspection date**

15/11/2011

**Inspector**

Janice Ellis

**Setting address**

Holy Trinity C of E Primary School, 126 Market Street,  
WIRRAL, Merseyside, CH47 3BH

**Telephone number**

07784 692273

**Email**

futurestarscchoylake@hotmail.co.uk

**Type of setting**

Childcare - Non-Domestic

---

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Future Stars Childcare Hoylake was registered in 2010. The setting is privately owned and managed and is one of two that are run by the same provider. The club operates from one room and the hall within Holy Trinity Church of England School in the Hoylake area of Wirral. The out of school club serves the local area and has strong links with the school. There is a fully enclosed outdoor play area.

A maximum of 30 children may attend the setting at any one time. The out of school club also offers care to children aged over four years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting has procedures to support children with special educational needs and/or disabilities and for those who speak English as an additional language. The out of school club is open each weekday all year round. Sessions are from 7.40am until 9am and from 3.15pm until 6pm term times and from 8am until 6pm in the holidays. Children are able to attend for a variety of sessions. The out of school club employs seven members of staff. Of these, four hold appropriate early years qualifications to level 3 and three members of staff hold a level 2 qualification. The setting receives support from the local authority, Sure Start and network meetings.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are happy and play safely and confidently, supported by highly motivated, knowledgeable adults. Each child's needs and interests are known and all are provided for with exciting activities and resources. Overall, opportunities for children to learn outside during the winter months are good. The manager and staff are continually striving to improve their provision through ongoing self-evaluation and liaison with school, parents and outside agencies to ensure that all children are fully included in the life of the setting.

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

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

- extending the opportunities provided for children to learn outside, all year round.

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

Children are kept very safe and are well protected in the setting because there are highly effective policies that are adhered to at all times. Staff are extremely

knowledgeable about safeguarding procedures and know what to do if they have any concerns about the children's well-being. Staff have all been appropriately vetted and are safe and suitable to work with young children and they make every effort to get to know each child as an individual. This means that the children feel safe and comfortable in their care.

Each day, rigorous checks are made of the areas and resources which the children will be using, which means that the children can move freely and safely and play with confidence. Children are gently reminded about the need to observe safe practices, for example, not running around the room or throwing things that might hurt their friends.

Staff are very knowledgeable about the needs of young children and all hold accredited childcare qualifications. They use information from their observations of the children's learning and development, assess it against Early Years Foundation Stage guidelines and plan enjoyable activities that will capture each child's interest. They consult regularly with the children's class teachers and parents to ensure continuity of experiences and support. Staff also take the opportunity to go to network meetings and training courses and they bring back this knowledge of good practice and new initiatives to the setting. For example, recent training around introducing an element of 'risky play' to early years' provision is being explored after consultation with parents and school staff. This ongoing drive to ensure best practice means that the children are ensured of a provision that continues to surprise and excite.

Staff are very friendly and approachable and consult daily with parents and carers about the children at home and at school. They also provide parents with a wealth of useful information, for example, ideas for healthier eating options, incubation periods for illnesses and contact numbers and timetables for the local children's centre. This ensures that partnership is exemplary and highly effective in supporting the children in their care. Parents are very happy with the service provided and make positive comments on questionnaires or in informal chats. They are especially pleased with the 'Fun Books' which are, effectively, a record of the child's achievements in the setting. They also contain observational assessments that link to the Early Years Foundation Stage. In this way, parents are kept informed and can contribute towards their child's progress towards the early learning goals. Setting staff also act as a liaison between home and school and pass on any messages or information from the teachers when necessary.

Staff are very knowledgeable about special educational needs and/or disabilities and ensure that they make every effort to understand how they can best support children. They follow procedures set out in their very comprehensive equal opportunities policy. They liaise with parents, teachers and other specialists to ensure that effective strategies are used and replicated by all staff to ensure continuity for the child. This means that all children feel included and secure.

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

Children feel safe in the setting because they know that the caring, vigilant staff understand them and will respond to their needs. The children are listened to and their needs anticipated, for example, when they appear tired they are directed gently to the cushioned, cosy area to rest. The children are also reminded by staff of the safety rules of the setting and good behaviour is reinforced through praise and encouragement and by example from the staff themselves.

The children are offered healthy food options at snack time and there is fresh drinking water available throughout the session, which the children can pour for themselves. The children also get the opportunity to try out different foods, or foods from other cultures, as part of their 'Foody Friday' project. Here they discuss their preferences and learn more about the food itself.

Children thoroughly enjoy being physically active in the hall or when running around the school yard. They are given every opportunity to be lively and exuberant, although, there is scope to extend the range of outdoor play offered during the winter months.

Children are presented with activities and resources that meet their needs and interests. There is a pleasant familiarity about the areas of the provision which makes the children feel in control and secure. Resources are rotated to prevent boredom and the children can request additional play resources that may not be out that day, by leafing through the setting's excellent Toy Catalogue. This is particularly useful for younger children who may not have the language skills to name or describe the desired objects.

Children's language skills are extremely well supported by ongoing conversations about what has happened in school or at home. The children respond to the enthusiastic interest of the adults and have the confidence to make requests, ask for help or talk about their interests. Learning support also crops up through incidental, everyday activities, such as working out how many days it is until the weekend or children preparing their own snack. Creative activities are offered every day and while there is no pressure for children to take part, the enthusiasm and encouragement of the staff means that most children will attempt some artwork which is then proudly displayed, put in their Fun Book or taken home.

Children behave exceptionally well in the setting as staff give clear yet sensitive reminders about behaviour, for example, 'Oh, we don't throw things here do we?' to which the children emphatically say 'No! Because we could hurt someone!' Staff are also excellent role models, greeting children by name, enquiring how they are and what they have done in school today. They speak politely to the children and say 'thank you' when they have followed a particular request.

Children are learning to be sociable in this setting and there is a strong 'family' feeling to the group. The children learn to be tolerant and understand about diversity through adults offering appropriate activities linked to their home or

school experience, for example, celebrating Diwali through stories, activities and food tasting.

## 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

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
|--|---|

### 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 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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