

# Meadows Out of School Club

Meadows Primary School, Newcastle Road, Madeley Heath, MADELEY, Nr Crewe, CW3 9BT

<b>Inspection date</b>	24/03/2014
Previous inspection date	30/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children enjoy their time after school. They take the lead and make decisions about their play and learning, allowing them to pursue their own interests.
- Children are happy and settled in their environment and respect others. They are content, display a sense of belonging and have positive relationships with staff and their peers.
- Staff demonstrate a good understanding of the safeguarding and welfare requirements and use these to ensure children are kept safe, well cared for and protected from harm.

### It is not yet outstanding because

- There is scope to work more closely with teachers from the host school so that children within the early years age range gain extra benefit from a more focused approach to how their learning is complimented by activities in the club.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the main play room and outdoors.
- The inspector talked to the manager, staff, children, parents and teachers within the school.
- The inspector looked at various documents, including children's developmental record, planning, a sample of policies and procedures and evidence of staffs suitability.

## Inspector

Lynsey Hurst

## Full report

### Information about the setting

Meadows Out of School Club was registered in 2005. The setting is privately owned and operates from Meadows Primary School situated in the Madeley area of Cheshire. Children are cared for within the school library room and there are secure areas available for outdoor play. The setting is open five days a week from 7.45am to 9am and 3.30pm to 5.30pm during term time. Children attend from the local community and surrounding areas. There are currently 35 children on roll aged from four to nine years. Of these, four are within the early years age range. The club is registered on the Early Years Register and both parts of the Childcare Register. The setting supports children with learning difficulties and disabilities and also supports children who speak English as an additional language. The setting employs four members of staff including the manager; of these three hold appropriate early years qualifications of level 3 or above. The remaining member of staff is qualified to level 2. The setting receives support from the local authority early years advisory team.

### 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 already good relationships with the host school through a more focused and precise approach to complementing and supporting the learning the children receive elsewhere, in order to help them make the best possible progress.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

The after school club provides a warm and friendly environment for children who attend the school where the club is situated. Children have access a variety of resources and planned activities which allow them to build on their knowledge in a more relaxed and informal atmosphere after a long day at school. Children can choose to play imaginatively, or relax with a book as well as having access to an outside area if they choose to be more active. Staff know the children well and are aware of their likes and interests and they use this knowledge to provide activities that engage the children. For example, children enjoy the hairdressing set and parachute play outside. Staff use effective questioning to support children's thinking, asking them how they can make the balls flick off the parachute. As a result, children's learning is reinforced and children develop self-esteem as they gain praise from staff and peers. Staff use their knowledge and skills to support children's learning through play. For example, engaging children in physical activities that require different ways of moving, resulting in children making good progress in their physical development. They chat happily to their friends and staff showing good social and communication skills, confidence and growing self-esteem. Staff share their knowledge about children regularly with the teachers from the on-site school so that general

information about children is shared. However, this informal exchange is not always specifically focused on what aspects of children's learning are being focused on in school and how these can be complimented and further supported by activities in the club. As a result, there is scope to further develop this shared approach in order to fully enhance children's achievements.

Children enjoy socialising with peers and the differing age ranges play cooperatively together, older children offer support during play. The club has access to a large and varied outdoor space and provide a range of resources that develop children's physical skills and imagination. For example, after parachute play a group of children use the parachute to make a den to hide from friends. Staff engage in children's play and are good role models, demonstrating skills to support children's learning.

Parents are pleased with the service the club provides. Their children enjoy attending and feel that staff are approachable and share information regarding their children's development as well as information from teachers. Parent questionnaires suggest that parents are happy with the club and that parents feel it is an extension of the school.

### **The contribution of the early years provision to the well-being of children**

The children are happy, confident and enjoy their time within the club; they have strong relationships with staff who support their well-being. There are good links with the teachers in the school and daily communication takes place around children's behaviour, general information and any topics or work they have completed well. This enables the club to share information with parents, promoting children's confidence in their own abilities and so building children's self-esteem. Staff know the children well which enables them to support children appropriately. Routines support children's development, for example, tea time is a social occasion where children sit together and talk about their day at school. Children get along well with their peers and share learning experiences throughout the session.

Staff have high expectations for children's behaviour, as a result, children are well behaved and have excellent manners, with any reminders needed being reinforced with explanations to develop children's understanding. For example, staff explain to children why they should not run inside; this supports children in understanding the consequences of their actions and how to keep themselves safe by taking steps to avoid risks. Staff support children to understand the needs of others, for example, at teatime children are encouraged to consider others before taking all the food.

Children make good use of the outdoor area and use it daily; they enjoy the fresh air and have access to a good range of resources. Children's independence skills are promoted and they have opportunities to do things for themselves. For example, children are encouraged to help tidy away after tea and they volunteer for a variety of jobs, including washing up and hovering. Children understand the need to wash their hands before tea and use the toilets independently. This fosters children's growing sense of responsibility and being self-sufficient in line with the expectations and skills needed as they move up to the next class within school.

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

The staff have good understanding of their responsibility to protect children from harm because there is a clear safeguarding policy in place that is understood and implemented by staff. Recruitment procedures ensure all staff are vetted and suitable to work with children. There are comprehensive policies and procedures in place that are reviewed regularly. Risk assessments are completed termly and these cover all aspects of the club, daily checklists are completed by staff to ensure the environment is safe so children are free to play.

There is a clear focus on reflective practice within the setting and staff appraisals are completed and used as a way of driving improvement. These are also used to identify professional development needs and requirements and staff have access to a variety of training provided by the local authority and all mandatory training is completed when necessary.

The links with school and parents are good with information shared across them all ensuring that children's learning and development needs are consistently met. Information is shared with parents and the school through daily communications and this includes exchanging some information with school teachers about the learning topics being covered. This means that generally children receive continuity in their learning. However, this approach is carried out very informally and there is more to do to develop a more focused approach that allows both teaching and out of school club staff to work together so that all aspects of children's achievements are fully understood and supported by a cohesive approach.

**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

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.

## Setting details

<b>Unique reference number</b>	EY316466
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	873175
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Ruth Elizabeth Morris
<b>Date of previous inspection</b>	30/03/2009
<b>Telephone number</b>	01270 820848

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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