

Netherley Breakfast and After School Club

St Gregory's Church Hall, 41 Damson Road, Netherley, Liverpool, L27 8XR

Inspection date	12/11/2014
Previous inspection date	05/07/2011

The quality and standards of the early years provision	This inspection:	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

- Partnerships with parents are well-established. Good information is effectively shared, promoting continuity of care. Consequently, children develop secure, trusting relationships with staff.
- Children are provided with a safe and secure environment because staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage.
- Staff consistently apply effective behaviour management strategies, meaning that children play co-operatively together and behave well.
- Effective monitoring and evaluation procedures are in place, to identify targets to improve the quality of teaching and practice, so children continue to make good progress.
- Children benefit from positive interactions with staff who skilfully challenge and extend their thinking to build on what they already know and can do.

It is not yet outstanding because

- Staff do not always make the best possible use of snack time routines to further develop children's already good self-help skills.

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 viewed all areas of the club accessed by the children.
- The inspector observed play and learning opportunities for the children and spoke to staff members and children in the club.
- The inspector held a meeting with the manager and looked at a range of policies and procedures.
- The inspector checked evidence of the suitability and the qualifications of staff and volunteers working with children, and discussed the provider's self-evaluation and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Kellie Lever

Full report

Information about the setting

Netherley Breakfast and After School Club was registered in 2006. It was previously known as St Gregory's Breakfast and After School Club and is a charitable trust and non-profit making organisation. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The club operates from the main hall in St. Gregory's Church and is situated in the Netherley area of Liverpool. The club is accessible to all children and there is an enclosed area available for outdoor play. The club is open Monday to Friday, from 8am until 9am and from 3.15pm until 5.30pm, term-time only. There are currently 47 children on roll, of whom six are within the early years age range. The club employs six members of childcare staff and there are 15 volunteers. Three staff and six volunteers hold appropriate early years qualifications at level 3, one at level 6 and 11 are unqualified. The club receives support from the local authority.

What the setting needs to do to improve further

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

- increase opportunities for children to be involved in the preparation and serving of their own snacks to further enhance their good self-helps skills.

Inspection judgements

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

The key-person system helps to ensure that children's needs are well met. Staff speak with parents when children start at the club to gather information about children's individual needs. They have a good understanding of how to engage children and capture their interests. Staff appreciate that the children have spent most of the day in school and are mindful of providing activities and opportunities that the children find enjoyable. They encourage children to learn through play, with the emphasis on having fun. Staff complete observations of children's learning, noting any special achievements, with photographs and samples of work as supporting evidence. They then provide targeted planning based on what they know children are interested in. Staff work hard to ensure parents are kept well informed about activities planned for the children. They encourage parents to talk to their key person on a regular basis. Stronger links between the school teachers and the club through a 'three way communication book' have recently been introduced by staff in order to ensure a more, consistent approach to children's learning.

The club has a good range of accessible resources, which enables children to make independent choices about their play. Staff encourage children to recognise and manage their own personal needs by providing times to be restful and active. Staff effectively support children's communication and language development as they interact well with

them as they play, engage in constant discussion and ask relevant questions. This ensures children are becoming confident communicators with staff and their peers. Children thoroughly enjoy being imaginative and creative as staff provide good opportunities for them to express their own ideas. For example, children express themselves creatively, as they use a selection of resources to make marks and create pictures.

Mathematics and understanding of the world are supported well. Children have access to games, construction materials and small-world resources to support their knowledge of shape, size and numbers. Staff encourage children to build on mathematical concepts, such as more or less and sequence objects according to size. Furthermore, staff ensure that there are numerous opportunities to promote children's physical development. For example, children run around, kick balls and make structures with the large blocks. Children's social skills are also effectively promoted as younger children and older children play well alongside each other. Consequently, children are supported to acquire the skills needed to be ready for school and the next stage in their learning.

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

Children are clearly happy, settled and content in their surroundings. They form secure attachments and develop positive relationships with each other and staff. This effectively promotes their emotional well-being. Staff provide children with a warm, friendly and welcoming environment, which creates a homely atmosphere to support their all-round development. Children are highly valued as their work and photographs are placed on the walls, which enhances their sense of self and belonging. Staff are caring and sensitive to the individual care needs of children as they offer support and reassurance when required. Good settling-in procedures ensure staff work closely with parents to share relevant information about the children and support their move between settings. Parents spoken to comment that their children enjoy attending the club.

Breakfast is provided and a snack offered to children after school. Mealtimes are a social occasion when children relax and sit together to eat the nutritious food provided. Children let staff know what their preferences are when they are offered a choice of sandwich filling. Staff encourage children to be independent and manage their own personal needs. However, children have fewer opportunities to further develop their independence skills during snack times, for example, by allowing them to prepare and serve their own food and pour their own drinks. Although they comfortably access their own resources, initiate their own play and wash their own hands. This promotes their self-confidence and helps them to develop their self-care skills.

Children's behaviour is very good as they show interest throughout their activities and are eager to learn. They clearly understand the boundaries and expectations. Staff act as positive role models as they effectively manage children's behaviour by reinforcing appropriate behaviour and providing clear guidance. Staff use a calm and consistent approach to ensure children understand their actions have consequences. Children receive constant praise and encouragement from staff, which develops their self-esteem and confidence. As a result, children are well mannered, share and take turns with each other. Staff talk to the children about the importance of safety as they remind them of the rules

and encourage them to negotiate space during their play. In addition, children demonstrate that they have a good understanding of how to promote their own and the safety of others. For example, older children stop ball games to let younger children walk past. This ensures children develop their own understanding of risk as they learn how to keep themselves and others safe.

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

Children are safeguarded well. This is because staff and volunteers have a good understanding of the safeguarding and welfare requirements. Staff have attended safeguarding training and have a thorough understanding of their role in protecting children from harm. They are aware of what to do should they have a concern about children's welfare because safeguarding procedures are clear. Robust recruitment, vetting and staff development procedures ensure children are looked after by adults who are suitable and have the required knowledge and expertise. Effective induction procedures help new staff and volunteers to fully understand their roles and responsibilities. Routine safety checks contribute significantly to children's safety and well-being. Staff are extremely vigilant and supervise children well as they move between the indoors and outdoors. Furthermore, they rigorously secure the outdoor area and prevent vehicles from entering or leaving the premises while children access the outdoors. As a result, children's safety is assured.

The manager implements effective systems to evaluate the impact of staff practice on children's well-being and learning. Performance management systems are in place and staff are encouraged to further their professional development through regular meetings and training opportunities. Children benefit from the staff's enthusiasm for training because new ideas are implemented well and children's individual needs are met. Self-evaluation is effective and the manager can clearly identify the strengths and areas for future development. The recommendations following the last inspection have been successfully addressed, which shows a good capacity to improve. Staff strive for continuous improvement to support children's achievements over time and develop the quality of their practice. For example, the improvements in the outdoor area give the children even more opportunities to dig, plant and to build on their natural curiosity and their interest of the living world.

Staff have established good relationships with parents to further support children in their learning and development. Parents receive daily communication about their children, which provides them with relevant information. Parents are very complimentary and make comments, such as 'Staff are approachable and friendly, they are always flexible to my needs' and 'The setting has a family atmosphere'. Staff work closely with the local authority and other professionals, which makes a strong contribution to meeting the individual needs of children. Furthermore, all staff are fully committed to working in partnership with the school and external agencies.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

Unique reference number	EY337856
Local authority	Liverpool
Inspection number	873326
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	47
Name of provider	Netherley Youth & Community Initiative Limited
Date of previous inspection	05/07/2011
Telephone number	01514876421

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

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