

# School's Out

Heyes Lane Infant School, Crofton Avenue, Timperley, Altrincham, Cheshire, WA15 6BZ



<b>Inspection date</b>	16 March 2016
Previous inspection date	30 September 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is outstanding

- The management and staff team are passionate, enthusiastic and committed to providing children with the very best care and support for learning. Since the last inspection, they have maintained exceptionally high standards and continued to develop their practice even further in order to sustain the outstanding service they provide.
- Leaders and managers are highly reflective practitioners who consult with staff, children and parents when evaluating the effectiveness of the high-quality service they provide.
- Staff are highly skilled in using their expert knowledge and teaching to extend and complement children's learning in school.
- Staff provide children with a rich range of highly stimulating activities, both inside and outdoors. Children are superbly supported to make choices from the high-quality resources and comprehensive range of activities offered.
- Consultation with children is exceptional. Children are represented on the club council and actively make decisions about things which affect them. They help staff to plan on a regular basis. This contributes to children's high levels of engagement, interest and enthusiasm for the exciting range of activities provided.
- Children are extremely well settled in the provision. They show high levels of self-control during activities, and confidence in a variety of social situations. Staff encourage children to make friendships and are excellent role models.
- Partnerships with parents, other providers and outside agencies are excellent. Parents are exceptionally well supported and are invited to attend a wide range of innovative workshops with staff and children.

## What the setting needs to do to improve further

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

- review the impact of opportunities to develop the professional practice of staff even further.

### Inspection activities

- The inspector spoke to both children and staff and observed play and learning activities within the main room and outdoors.
- The inspector completed a joint observation with the club manager.
- The inspector held a meeting with the club managers. She looked at relevant documentation, such as the club's self-evaluation and evidence of the suitability of staff working in the club.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Denise Farrington

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Staff and managers promote children's safety extremely well. They have an excellent understanding of safeguarding issues and procedures, including how to recognise and respond to concerns about children or adults. Robust recruitment and vetting procedures that ensure all staff are suitable and safe to work with children. Leaders and managers astutely monitor all aspects of the club in their strong drive to maintain high-quality practice. Staff are extremely well supported. They receive exceptional supervision, mentoring and coaching. Recently, managers have introduced opportunities for staff to visit other outstanding providers in order to develop their professional practice further. Staff attend targeted training opportunities and are actively encouraged to gain further qualifications, helping them to develop their skills even further.

### Quality of teaching, learning and assessment is outstanding

Staff provide an extremely welcoming, vibrant environment. They meet with children and use their ideas and suggestions to plan a rich and varied programme of activities. Staff are highly skilled in identifying the learning potential of the activities children choose. They expertly support and challenge children as they play. Staff talk to children about what they are doing. They ask probing questions and encourage children to predict what they think may happen next. For example, during a baking activity, children are encouraged to weigh their own ingredients. Staff enthusiastically support and encourage children to read a recipe and compare the different quantities of ingredients as they weigh them. Children talk about the changes in the mixture and about what they think will happen as they add more ingredients. Staff meet with nursery and reception class teachers, sharing their observations and assessments. They discuss children's next steps and provide activities which successfully complement and enhance their learning in school.

### Personal development, behaviour and welfare are outstanding

Children are extremely active, confident and form exceptionally strong emotional attachments to their key person. Staff expertly foster children's independence and consistently encourage them to do things for themselves. This successfully helps to build children's confidence, self-esteem and emotional well-being. Staff are intuitive and highly skilled in developing nurturing relationships with children. Children are encouraged to support each other as they settle in the club. For example, the introduction of a highly successful buddy system helps younger children to make the most of the wonderful experiences offered as they play alongside an older, more experienced child. Children's physical well-being is expertly promoted as they take part in games and challenges outdoors every day. Children independently select from an extensive range of healthy and nutritious snacks. Staff ensure that rigorous health and hygiene practices are consistently observed. Children's behaviour is exemplary. Staff use positive praise and a range of highly motivating rewards to celebrate appropriate behaviours. Staff offer a range of superb opportunities for children to learn about diversity and disability. For example, during a guide dog workshop, children are actively involved in meeting the dogs and talking with their handlers.

## Setting details

<b>Unique reference number</b>	EY282995
<b>Local authority</b>	Trafford
<b>Inspection number</b>	848689
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 11
<b>Total number of places</b>	60
<b>Number of children on roll</b>	110
<b>Name of provider</b>	Elmscot Day Nursery Limited
<b>Date of previous inspection</b>	30 September 2010
<b>Telephone number</b>	0161 980 0488

School's Out after school club was registered in 2004. The club employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am until 9am and from 3.20pm until 6pm.

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