

Schools Out Navigation Primary School

Inspection report for early years provision

Unique reference number EY344196
Inspection date 03/03/2011
Inspector Sylvia Cornock

Setting address Navigation Primary School, Hawarden Road, Altrincham,
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Type of setting Childcare on non-domestic premises

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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 Navigation Primary School is privately owned and managed and was registered in 2006. It is one of a number of settings owned by Elmscot Day Nursery Limited. The setting operates from a base room and the school hall within Navigation Primary School in Altrincham, Trafford. All children share access to a secure enclosed outside play area. The setting serves children and families who attend Navigation Primary School. A maximum of 24 children aged under eight years may attend the setting at any one time. The setting currently takes children from three years of age and also offers care to children aged eight years to 11 years. The setting is open Monday to Friday from 8am to 9am and from 3pm to 6pm term time only.

There are currently 49 children on roll; of these 40 are under eight years and of these five are within the early years age range. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are three members of staff who work directly with the children; of these, two hold a qualification at level 3 in early years and/or play work and one holds a qualification at level 2 in play work and is currently working towards a qualification at level 3. The organisation supports the staff through an area manager, who holds a management qualification at level 5 as well as a qualification at level 3 in play work and through a line manager who holds Early Years Professional Status. The setting receives support from the local authority and works in close liaison with them to ensure quality practice in the area.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The children's welfare needs are rigorously safeguarded. Staff are highly professional and provide an extremely stimulating and challenging environment overall where children develop their independence and have fun while they learn. As a result, children make excellent progress in their learning and development. This is supported by outstanding partnerships, with parents, carers and other early years professionals. Children are valued as unique individuals, and an extremely strong inclusive ethos threads through all aspects of the provision. The staff team are highly ambitious and work hard to continuously improve through extensive and well-developed self-evaluation which highlights areas for improvement.

What steps need to be taken to improve provision further?

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

- enhance opportunities for children to observe, find out about and identify

features in the place they live and the natural world.

The effectiveness of leadership and management of the early years provision

Safeguarding is extremely well prioritised, exemplified by the excellent recruitment, employment and induction procedures that help to ensure that staff are suitable to work with children. Staff show an outstanding understanding of the procedure to safeguard children. Records, policies and procedures are superbly organised and are highly effective in supporting the service offered. For example, staff use robust daily risk assessments and safety checklists to ensure that the environment is always safe, clean and fit for use.

The strong management team are actively involved within the out-of-school club and are eager to achieve the highest service standards for the local community. The whole staff team is highly motivated towards providing excellent quality care and education for children. They are highly committed towards their involvement in the self-evaluation documents and have identified areas for improvement and strive to implement them. For example, the club has accurately identified that opportunities for children to find out about and identify features in the place they live and the natural world are not maximised. The recommendations from the last inspection have been fully addressed. The management team and staff are highly qualified with annual appraisals supporting staff and identifying any future training needs. Consequently, staff work effectively as a team because they feel valued, supported and involved within the setting.

Staff organise the space, resources and outdoor experiences with great skill. This ensures that children receive an extremely rich and stimulating play experience, with a well balanced mix of adult-led and child-initiated play. Resources are plentiful and of the highest quality. Staff have an extensive knowledge and understanding of individual children's needs which ensure these are met. This is further enhanced because the special educational needs coordinator works closely with other early years professionals, parents and carers to ensure all children are fully included and care and welfare needs catered for. Staff promote and support diversity extremely well to help children understand the society they live in.

Partnerships with parents and carers are superb as staff discuss every aspect of their child's learning and development with them. Displayed information and informative portfolios clearly demonstrate to parents the high quality care and education that is offered. Parents and carers are given their own copies of the policies and procedures and view the interactive website's comment board. Parents and carers also record their comments within the daily communication book, which is shared with the reception class teacher to ensure the progression and continuity of learning for children.

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

The learning environment provided by the staff, and their personal skills, are inspirational. They start with a clear focus upon personal, social and emotional development. There is an emphasis on self-esteem; they teach children to participate, adopt safe and hygienic routines and to behave with pride and have consideration for all others. Resources are excellent throughout the provision enabling children to choose from the wide variety which is easily accessible. They are stimulating, interesting and children have fun as they create their own child-initiated play. As a result, all children make significant gains in their learning and development. Children are actively involved in the daily planning of activities, through the children's council or ideas placed in the suggestion box. Records of children's progress and extensive topic and activity plans ensure that the six areas of learning are provided in stimulating and varied ways. Staff use the written information from the reception class teacher to extend and support children's learning through a well organised and coordinated system.

Staff throughout the club extend children's skills in communication and language. For example, they welcome visitors, such as, Zoo Lab, Chef's School and Dental Box to further develop children's interests and knowledge of animals, cooking, healthy eating and looking after our teeth. Children use an extensive range of mathematical and problem solving skills, as they use programs on the computers and other programmable toys. All children enjoy the outdoors, where they choose activities such as, ball games, skipping ropes, wheeled toys and the well equipped natural climbing and balancing area within the school grounds. The dipping of fresh fruit in chocolate in the spring sunshine is exciting and fun and well appreciated by the children who planned this activity as a treat. Children eagerly use their creative skills as they design and make crowns, goblets and jewel cookies whilst exploring the theme of 'Horrible Histories'.

Children's welfare is promoted by the staff to a consistently high level. They blend daily routines and activities expertly together so that children acquire competency, confidence and independence in all areas. For example, children are taught how to be safe through themes, such as practising road safety, evacuations of the building and conducting their own risk assessment. The setting promotes healthy eating for which they have gained a Healthy Eating Award. Children celebrate different festivals and have an insight into the environment and the world around us and how items can be recycled through boxes placed in the room. The provision focuses upon emotional and physical health and cultural diversity as they embrace and welcome everyone into a wholly inclusive environment.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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