

School's Out @ Bollin School

Inspection report for early years provision

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Inspection date	09/03/2010
Inspector	Susan Patricia Birkenhead
Setting address	Bollin Primary School, Apsley Grove, Bowdon, ALTRINCHAM, Cheshire, WA14 3AH
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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

School's Out at Bollin School was registered in 2009. The setting is one of eight settings owned by a limited company and operates from three designated areas located within Bollin Primary School in Altrincham, Cheshire. Children also have use of the school hall and the school grounds for outdoor play. A maximum of 66 children may attend the setting at any one time. The setting is open five days a week from 8am to 9am and 3pm to 6pm during term time. Children attend from the local community and surrounding areas.

There are currently 101 children on roll aged from 3 to 11 years, of these, 26 are within the Early Years Foundation Stage. This provision is registered by Ofsted on the Early Years Register, and compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities.

The setting employs eight members of staff, including the manager. There are three staff who are qualified to level 3 in early years and two staff are qualified to level 2. Two of the remaining three staff are working towards a level 2 qualification. The setting receives support from the local authority early years advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club provides a welcoming and inclusive environment for all children. Excellent leadership and cohesive team working ensures children's welfare, learning and development is extremely well promoted. Staff meet children's individual needs really well, which enables them to make very good progress towards the early learning goals. The wealth of information shared with parents keeps them well informed and ensures continuity in the children's care. Positive links with other providers complements the delivery of the Early Years Foundation Stage. Highly effective systems are used to reflect on the club's practice and the extremely organised management team demonstrate an outstanding capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop systems for obtaining children's developmental starting points on entry to the setting
- review the current procedures for children eating fruit during the session to further promote their safety.

The effectiveness of leadership and management of the early years provision

Children are positively safeguarded because staff have a clear understanding of the indicators of abuse and the procedures for reporting concerns. Senior staff complete safeguarding training to a higher level and all staff complete training within 12 months of their employment. Staff work well together as a team and offer excellent levels of care and support to the children. Robust recruitment and vetting procedures ensure the suitability of all staff. All required records are well maintained to promote the safe and efficient management of the club. Staff are well qualified and the key person system is effective. Regular meetings are held to discuss the club and the manager conducts regular staff appraisals to review performance and ongoing training needs.

Good systems to promote children's safety include comprehensive risk assessments, daily checks and regular head counts that staff routinely complete. Informative written policies underpin good practice and help keep children safe. However, children sometimes walk around when eating fruit, which increases the risk of accidents. Management implement many effective practices for self-reflection involving staff, children and parents, such as the annual development plan, parent and children surveys, and regular in-house inspections. In addition, they involve outside agencies to monitor their practices and make recommendations for future development. As a result, the club's commitment to driving ambition and continuous improvement is clearly excellent.

Very good relationships develop with parents and carers, and there are many excellent initiatives for sharing information. These include a detailed handbook, communication via email and an impressive website. Detailed information is obtained about the children's individual needs using the 'all about me' records and any allergies are risk assessed. Management respect and value the views of staff, parents and children, and any comments are collated and acted upon. For example, recent suggestions prompted the development of parents evenings. Positive comments from parents during the inspection confirm they are very happy with the club and they think the food children receive is 'fantastic'. Children's observation records are shared with the reception teacher and a daily diary notes necessary comments, which can be shared between parents and providers. This promotes positive links and ensures a consistent approach to the delivery of the Early Years Foundation Stage.

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

Children happily enter the club and are eager to take part in the extensive range of activities on offer. Excellent leadership enables the staff to develop a good understanding of the Early Years Foundation Stage. Staff are deployed effectively and take on individual roles. They increase their skills through the thorough induction and the company's mandatory training. Staff positively interact with children to support and extend their learning and enjoyment. Purposeful

observations are linked to the areas of learning and reflect the children's next steps. Children's progress is clearly monitored, although limited information is gathered initially about their starting points. Informative weekly planning is evaluated to ensure all areas of learning are covered in sufficient depth and activities incorporate children's individual interests. Resources are plentiful and children can freely select items from the resource book. This promotes their choice and independence. Due to the shared use of the room, there is no space for children to display their artwork to further contribute to their sense of belonging.

Children have excellent opportunities to develop their understanding of technology. They use the laptop and interactive resources, such as a programmable robot, which promotes their understanding of problem solving and numeracy. Children's understanding of the wider world is extensively covered through the celebration of festivals and the range of resources which promote positive images of diversity. Future plans include the introduction of the 'disability awareness day' where children can experience what it is like to be disabled. Many good opportunities allow children to develop their creativity using a range of materials. For example, they make bird feeders, decorate recycled containers and make flowers using straws. They paint aliens and monsters, and have continuous access to writing materials to support their early writing skills. Children routinely listen to stories with interest and regularly access books independently, which promotes their literacy skills. They actively engage in various sporting activities, such as hockey coaching or group games with the parachute. They regularly enjoy outdoor play, which contributes to their physical skills and promotes the importance of exercise. Children have excellent opportunities to develop their imagination as they use the dressing up clothes or play with the dolls house.

Children develop a very good understanding of personal hygiene and confidently explain 'if you don't wash your hands you get poorly'. They recognise that physical exercise and sleep contribute to their health and well-being. Children enjoy a superb healthy diet, which is supplemented by the fresh fruit platters on offer throughout the session. This good practice has been recognised by the recent 'healthy club' award. Drinking water is freely available and mealtimes provide an opportunity for children to come together and socialise. Children learn how to stay healthy and safe as they discuss road safety and take part in specialist activities, such as first aid. They say they feel safe because 'the adults look after us and nothing dangerous happens here'. Staff are positive role models to children and quickly resolve minor conflict by intervening effectively. Children behave well; showing consideration for others, sharing resources and developing positive relationships. Children's views are listened to and valued. They are consulted well and make suggestions regarding activities, enabling them to make a positive contribution to the club. The wide range of activities on offer clearly supports children's future skills.

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?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	2
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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	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
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