

Lower Peover Kids Club

Lower Peover C of E Primary School, The Cobbles, Lower Peover, KNUTSFORD, Cheshire, WA16 9PZ

Inspection date	29/10/2014
Previous inspection date	29/11/2011

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

- Staff have a good knowledge and understanding of how to effectively safeguard children in their care. For example, they ensure that all adults have undergone suitability checks, so they are safe to work with children. Mobile phone and camera use is restricted in the club and all staff are aware of this procedure.
- Children are extremely happy and animated in the club. They are very well behaved and have formed good attachments to staff and firm relationships with their peers. As a result, their emotional well-being is promoted well by caring staff who respond well to their needs.
- Partnerships with parents and the host school are well established. Information is shared regularly so that children are provided with continuity of care. This means that children are supported well in their learning and development.
- Children are provided with a good range of age-appropriate resources that offer challenge and stimulation. Staff support children in their progress across the seven areas of learning by providing a good range of child-initiated and adult-led activities. Consequently, the quality of teaching is good.

It is not yet outstanding because

- Lunchtime routines do not fully promote children's independence and self-care skills or provide children with tasks and responsibilities to help further their development.

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 play and learning activities and spoke to staff and children indoors and outside.
- The inspector held a meeting with the manager and looked at and discussed a range of policies and procedures.
- The inspector took account of the views of parents spoken to on the day.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, the provider's self-evaluation form and the improvement plan.
- The inspector looked at a selection of children's assessment files and progress tracking information and spoke to their key persons.
- The inspector toured the premises and examined resources and equipment to determine their suitability.

Inspector

Kerry Wallace

Full report

Information about the setting

Lower Peover Kids Club was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from a room within Lower Peover Primary School, in Cheshire. It serves the immediate locality and also the surrounding areas. The setting opens Monday to Friday, from 8am to 9am and 3.15pm to 6pm, during term time and from 8am to 6pm, during school holidays. Children attend for a variety of sessions and have access to an outdoor play area. There are currently 104 children on roll, of whom five are in the early years age range. The setting supports children with special educational needs and/or disabilities. There are currently seven staff working directly with the children, of whom five have an appropriate early years qualification. Of these, three have a qualification at level 3 and two have a qualification at level 2.

What the setting needs to do to improve further

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

- encourage children to further develop their independence and self-care skills during mealtimes, for example, by encouraging them to become responsible for serving themselves food and pouring their own drinks.

Inspection judgements

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

Upon arriving at the setting, there is a warm and vibrant atmosphere in the room. Children barely notice the arrival of a visitor as they are occupied and fully engaged in a wide range of interesting activities. For example, groups of children play with the computer and engage in age-appropriate software that they are very interested in. They inform visitors that this is their favourite activity in the setting. Other children are provided with small-world play resources, such as garages and vehicles. They enjoy acting out different scenarios as they engage in imaginative play and pretend to drive cars over cliffs and roof tops. Older children sit and explore their creativity by making jewellery out of beads and other materials. There is a quiet area where children can sit and play with their own personal information, communication and technology resources. Children's needs are considered very well and they are provided with resources that are developmentally appropriate to their age and stage of learning. They learn about different celebrations and ways of life to support their knowledge and understanding of the world. For example, children sit together and decide how to decorate the mini Halloween decorations they have made and discuss how they will celebrate this festival at home. Children become active learners as they learn new skills and try different activities. For example, older children use their initiative and imagination to make a large board game display out of cardboard boxes. They have decorated it and made it emulate the smaller, original one, so

that younger children can follow the rules of the game. They tell me that this can be used on the floor and it is much easier for lots of children to play the game. This means that children are acquiring the necessary skills and attributes that are required for their next stage of learning.

The quality of teaching is good because staff positively promote children's learning in the prime areas very well. They are experienced and have a good knowledge and understanding of how to successfully promote children's learning. Staff and children communicate well with each other, and there is a mutual respect of learning to listen to what others are saying. Children are confident communicators and learn how to express themselves and to negotiate turns with equipment. Staff play alongside children with special educational needs and/or disabilities and fully support them in their interactions and development. They hold their hands and follow them through the setting, constantly talking to them and supporting their learning with clear explanations to questions or concerns.

Staff complete detailed planning across the different school terms and display this on walls for children and parents information. They obtain information from parents on an All about me form, and use this to plan activities that will interest children and help them to become involved with other children. Staff use this to inform their planning and initial assessments of children. Regular observations are carried out by staff to monitor children's progress. These are shared with parents, so that they are kept well informed of their children's learning and development. This means that children are well supported by staff to make the best possible progress in their learning.

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

Children are very happy and animated as they play with their friends and staff in the setting. There is a lovely family atmosphere in the setting as older children look after younger children and include them in their play. Parents spoke to comment that the setting is a 'wonderful place and their children are very happy here'. The key-person system is well embedded and staff have developed good attachments with the children. This promotes their emotional well-being very well. Staff are deployed well and children are adequately supervised in the setting. They give clear advice and instructions on how to use equipment and resources, so that children are able to manage their own safety. Detailed risk assessments are carried out to ensure that equipment in the indoor and outside environment is safe to use. Accidents are recorded and reported to parents and other bodies as required. All staff have first-aid qualifications to enable them to fully deal with any emergencies or accidents. Consequently, children's well-being and physical safety is effectively promoted.

Staff are very good role models and speak respectfully to children and model how to use good manners. This positive approach teaches children what is expected of them as they grow up and, subsequently, children are very well behaved. Children are familiar with the host school's facilities and displays high levels of self-esteem and confidence as they explore their environment. Staff talk to children of all ages about their interests and discuss what it will be like when they move on to their next stage in learning, such as

moving up to older classes. This means children are emotionally prepared for their transition and are self assured about future changes.

Mealtimes are a very sociable occasion. As children enter the dining room, they can see that the tables are laid and cups are placed out for all children. Children are eager to sit together and eat their lunches. Staff follow parents wishes as to whether children eat a cooked lunch or bring in their own packed lunch. Children who prefer a cooked lunch are given a choice of two items that are both healthy nutritious meals. They are supplemented with bowls of fresh vegetables and healthy puddings, such as yoghurt. Mealtimes are very busy and staff are deployed effectively, so that this is managed well. Children display excellent table manners and wait until all children have their meals before starting to eat. Staff go around and offer children additional vegetables and explain to the children that they are very good for their health. This means that children are learning about being healthy and eating food that will benefit them. However, although the mealtimes are well organised, staff do not fully exploit opportunities to fully develop children's independence and self-help skills. For example, they pour drinks out and serve children their meals and serve portions of vegetables to the children, rather than letting the children take responsibility for this themselves.

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

The leadership and management in the setting are very good. Staff have a good knowledge and understanding of how to effectively safeguard children in their care. They are aware of the different types of abuse and their indicators, and know what action to take if they have a concern about a child. Staff are aware of the procedure to follow if an allegation was disclosed to them or made against them. Mobile phone and camera use is restricted in the setting, so that children's safety is promoted. Visitor identification is obtained and recorded, so that staff have an accurate record of all visitors. Risk assessments are carried out and constantly reviewed, so that the environment is safe and secure for children. As a result, staff follow good procedures to effectively safeguard children in their care.

There are good systems in place to evaluate the provision and identify relevant strengths and weaknesses. Staff talk to children about what they would like to be introduced into the setting and seek the views of parents through verbal discussions and written feedback. Staff have introduced weekly cooking activities with the children as a result of this feedback. This shows that they are committed to enhancing the quality of activities and experiences on offer for children. Staff use their good knowledge and understanding of the Early Years Foundation Stage, to provide children with a range of challenging and stimulating activities. As a result, the quality of teaching is good and supports children in their learning and development.

Partnerships with the host school are very good. Staff liaise with teachers and parents, so that information is continually shared about children and used to promote their learning and development. Children with special educational needs and/or disabilities are provided with extra support from staff, so that they are integrated and included in all activities.

Staff discuss what topics children are studying at school, so that they can complement children's learning with activities that link in with current themes. This means that children are being well supported in their learning and make the best possible progress in their development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY260582
Local authority	Cheshire West and Chester
Inspection number	860519
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	104
Name of provider	Kathryn McIntyre
Date of previous inspection	29/11/2011
Telephone number	01565 722358

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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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