

Ladybrook Out of School Club



Ladybrook Primary School, Gleneagles Close, Bramhall, STOCKPORT, Cheshire, SK7 2LT

Inspection date	23 January 2015
Previous inspection date	30 November 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is consistently good and staff have a secure understanding of how children learn and develop. Consequently, children receive a personalised play programme and make good progress.
- Staff have very good knowledge and understanding of all safeguarding practices. They know the referral procedure well, fully understanding what to do should they become concerned about a child's welfare or a colleague's professional conduct. As a result, children are very well protected and their safety is assured.
- The key-person system is highly effective and staff are allocated time to get to know children on an individual basis. This means children's emotional and physical well-being is given high priority, enabling children to form secure attachments with their key person and settle very well.
- Leadership and management are strong. Staff understand what is required of them to meet and implement all aspects of the legal requirements of the Early Years Foundation Stage successfully. Self-evaluation is sharply focused on and significant improvements have been made since the club's last Ofsted inspection.

It is not yet outstanding because:

- Opportunities for younger children to develop their independence to the utmost are not fully implemented, such as pouring their own drinks at snack time.
- Resources and images across the club do not fully reflect diversity. Consequently, opportunities for children to learn about differences and similarities in each other and within their local community are missed.

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What the setting needs to do to improve further

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

- develop further opportunities for younger children to increase their independence and take a more active role in the club, such as pouring their own drinks at snack time
- Resources and images across the club do not fully reflect diversity; consequently, opportunities for children to learn about differences and similarities in each other and within their local community are missed.

Inspection activities

- The inspector observed activities in the main play room and outdoor area.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager and deputy manager of the club.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the club and a range of other documentation, including self-evaluation and policies and procedures.

Inspector

Luke Heaney

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Inspection findings**How well the early years provision meets the needs of the range of children who attend. This is good**

Children access their play environment very well. They build small towers, read books and become fascinated while enacting roles of superheroes. Staff are suitably deployed and fully understand the significance of maintaining a correct balance between adult-led and child-initiated learning. For example, staff provide children with resources to build a car track, encouraging them to learn through the process of trial and error. Staff are caring and loving in their approach, providing children with meaningful praise and encouragement. Consequently, children are self-motivated individuals who display high levels of self-confidence and are eager to try new experiences, such as learning how to operate cause and effect toys. Staff provide children with a wide range of activities enabling them to gain an early understanding of the world in which they live in, such as celebrating religious and cultural festivals. However, opportunities for children to see and discuss similarities and differences in each other, such as skin, hair and eye colour has yet to be fully implemented across the club. Children who have special educational needs/and or disabilities are very well cared for by the experienced staff team. Comprehensive intervention programmes are in place, shared with various professionals and monitored effectively. Children who speak English as an additional language are supported well. Effective interventions are in place, such as picture cards, posters and key words in home languages. This enables children to become confident and competent communicators.

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

Children's behaviour is very good and staff provide consistent, clear and age appropriate explanations. Children gain an early awareness of healthy living and discuss the importance of eating fruit and taking regular exercise. Staff promote children's independence through encouraging them to hang their coats up, wash their hands and take appropriate risks during their play. However, there is scope to encourage younger children to gain further independence skills, such as pouring their own drinks during snack time. Staff prepare children well for their next steps in learning, such as moving to a different classroom or school. They provide opportunities for children to practise skills, such as handwriting, reading and discuss any possible anxieties children may have.

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

Robust recruitment and vetting procedures are in place and all staff members have undergone stringent suitability checks. The manager provides staff with a comprehensive training programme, which is tailored to individual professional practice needs and focuses on improving outcomes for all children. Consequently, communication and language training has enabled staff to quickly identify potential communication barriers and put the relevant support in place. Robust supervision and appraisal systems are very effective. Staff receive effective mentoring, coaching and support to improve their overall professional practice. Partnership working is strong. Regular meetings are held with class teachers and parents to ensure all aspects of learning are fully shared and complemented.

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Setting details

Unique reference number	EY391229
Local authority	Stockport
Inspection number	870872
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	88
Name of provider	Diane Reeve
Date of previous inspection	30 November 2009
Telephone number	0161 439 5925

Ladybrook Out of School Club was registered in 2009. The club employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, two members of staff hold a level 2 qualification and one member of staff is unqualified. The club opens from Monday to Friday, term time only. Sessions are from 7.55am until 8.55 am and from 3pm to 6pm.

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