

# Beanstalks at Tyntesfield School



Tyntesfield Cp School, Alma Road, SALE, Cheshire, M33 4HE

<b>Inspection date</b>	26 March 2015
Previous inspection date	30 October 2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- Staff provide children with an excellent range of exciting activities, which enhance their learning at school and enables them to make extremely good progress. They are fully engaged in their learning as their choices are respected and activities are planned accordingly.
- There are excellent relationships between all staff and children at the club. The key-person system is highly successful and ensures that children make strong emotional attachments. Highly effective behaviour management strategies, help children learn to manage their own behaviour extremely well.
- Children are kept extremely safe as staff have an excellent understanding and knowledge of child protection. They are exceptionally well trained in ensuring children are safe whilst on the premises and on outings. Children demonstrate an exceedingly good understanding of how to manage risks to keep themselves and others safe during their activities, or when away from the premises.
- The innovative leadership of the management team means that all staff have excellent opportunities to further their professional development. As a result, staff consistently build on their already first-rate practice and children consistently receive high-quality learning experiences.
- Sharply-focused self-evaluation includes the views of all staff, parents and children. This means that areas for improvement are quickly identified and acted upon.
- Excellent partnerships between staff, parents and the nursery and school, ensures that children's individual needs are extremely well met. Furthermore, children benefit from superb consistency and continuity of care and learning.

## What the setting needs to do to improve further

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

- strengthen the implementation of peer-on-peer observations to further enhance the evaluation of staff's performance and constantly improve and build on their already first-rate practice.

### Inspection activities

- The inspector observed children's activities in the indoor and outdoor environment.
- The inspector held discussions with the provider and spoke to staff and children throughout the inspection.
- The inspector completed a joint observation with the provider.
- The inspector looked at relevant documentation, including a sample of policies and procedures, risk assessments and evidence of the suitability of all staff.
- The inspector took account of the views of a parent spoken to on the day of the inspection, and from written statements obtained by the staff.

### Inspector

Julie S Kelly

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

The well-qualified staff team provide a superb range of exciting and challenging activities. As a result, children are enthusiastic and motivated to learn. Children are regularly asked about the activities they enjoy most, and how they would like to develop these. There is an excellent balance between child-initiated and adult-led activities. This means that all children are guided effectively and encouraged in their learning so that they make extremely good progress. Vibrant activities are planned, which complement and extend children's learning at school. For example, children develop their counting skills as they engage in a lively game of hide and seek. Consequently, children gain the skills, abilities and attitudes that prepare them exceptionally well for the next stage in their learning, or school. Partnerships between staff, parents and the nursery and school are exceptional, and ensures that children's individual needs are extremely well met.

### **The contribution of the early years provision to the well-being of children is outstanding**

Children develop high levels of self-esteem through praise and encouragement when they do well, or are kind, and their views are valued by staff. They teach children to make healthy food and lifestyle choices through topic-work, and provide opportunities for daily fresh air and exercise. Staff reward children for positive behaviour and they learn to cooperate with each other through their many team games and shared activities. They are developing an exceptional understanding of the needs of others and how to manage their feelings, through sensitive and highly-skilled staff intervention. Older children are exceptionally kind and caring towards younger children; they include them in their games and help them when they need it. For example, they show them how to make models with construction materials and teach them the rules of outdoor ball games. Children form extremely close bonds with their key person who is responsible for their learning and well-being. The key person liaises regularly with parents and school staff, which means children's continuing success at school is extremely well supported.

### **The effectiveness of the leadership and management of the early years provision is outstanding**

The onsite manager, area manager and two providers make up a highly effective and inspirational management team. Staff give safeguarding very high priority and are fully aware of their roles and responsibilities to ensure children are protected from harm. Self-evaluation is well documented and highlights the strong emphasis on maintaining high levels of achievement for all children. Children and parents are involved in the process through questionnaires and discussions. Their views are listened to, and ideas and suggestions are implemented. High-quality systems for professional supervisions are in place, through discussions, and one-to-one meetings with the senior management team. However, the system of evaluation of staff performance, through peer-on-peer observation, is less well developed, in order to encourage staff to learn through honest and critical reflection. Staff receive targeted professional development training, which ensures that their knowledge, understanding and skills are consistently updated.

## Setting details

<b>Unique reference number</b>	EY372786
<b>Local authority</b>	Trafford
<b>Inspection number</b>	858145
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	50
<b>Number of children on roll</b>	94
<b>Name of provider</b>	Beanstalks Childcare Limited
<b>Date of previous inspection</b>	30 October 2008
<b>Telephone number</b>	07891 523 892

Beanstalks Out-of-School Club was registered in 2008. The club provides before and after school care, from 7.45am until 9am, and from 3.30pm until 6pm, term time only. During school holidays, the club operates from 8am until 6pm. There are currently 94 children on roll, 11 of whom are in the early years age group. Of the eight members of staff employed, six hold relevant qualifications at level 2 and 3.

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