

T.C's Tiger Club

Inspection report for early years provision

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Inspector Shirley Leigh Monks-Meagher

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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

T.C's Tiger Club was registered in 2009 and is run by a committee. It operates from Cams Lane Primary School which is situated in Radcliffe, Bury. Children have access to the resource area, the computer suite, the hall and adjacent classroom. Children also have access to outdoor playing areas, including the school playing fields.

The setting opens Monday to Friday from 8am to 9am and 3.30pm to 5.30pm, during term time only. Priority for places is given to pupils of the school. The club is registered to provide care for a maximum of 24 children between three and eight years at any one time. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently there are 63 children on roll, of these, 11 children are in the early years age range. The provision employs three members of staff to work directly with the children, two of whom hold appropriate qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and secure and enjoy their time at the club, making choices and participating in activities that interest them. Staff establish friendly relationships with parents through a two-way flow of information and are beginning to involve them more in the setting. Close collaboration with teachers ensures children receive appropriate support. Organisation of the environment and the necessary records and documentation effectively promotes children's welfare and well-being and ensures all children can participate. The staff are committed to improving the quality of their provision through reflective practice but are not yet confident enough to identify and target future development to ensure continual improvement.

What steps need to be taken to improve provision further?

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

- enhance the observation and assessment system to monitor children's progress towards the early learning goals and inform the planning and support of their new learning
- develop systems for reflective practice and self-evaluation to identify strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Staff make appropriate use of the space available to provide a welcoming environment in which children feel secure. The safeguarding policy in place demonstrates clear procedures to follow if concerns are raised about a child. These are known and understood by the staff. Sensible vetting procedures ensure all adults who work in the setting are suitable to do so. Risk assessments are carried out thoroughly to identify and minimise hazards and the premises is kept secure. Entrance to the setting is monitored via an intercom system.

Systems to evaluate the effectiveness of the provision are in their infancy. Staff have identified and implemented changes through reflective practice. For example, to the procedures for recording children in and out of their setting which has resulted in children being better safeguarded. The staff are committed to quality improvements. However, their understanding of how to continuously monitor and evaluate the provision is weak and this affects their confidence to identify and target future development. Clear policies and procedures are in place, which work appropriately to ensure that the children's welfare is promoted. All of the required records and documentation are in place.

Staff place emphasis on ensuring that the environment is inclusive for the children and their families. Space and resources are effectively organised to promote independence and give children sufficient room for a range of activities. Children develop a clear sense of belonging; they are involved in decision-making and recognise themselves in the resources, books and toys they play with. Staff work well with parents, carers and others. They gather relevant information from parents and other Foundation Stage providers to enable them to meet the children's needs and establish their starting points. They know children well. Close collaboration with the school staff promotes consistency and a positive link for the learning needs of individual children.

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

Staff form positive attachments and share warm relationships with the children who attend. The children feel at ease and are secure in their care. This positive sense of well-being gives them a secure foundation to play, explore and develop. Children move around the setting with ease and confidence and play happily with their friends. They clearly enjoy their time at the setting and benefit from staff interaction and attention. The key-worker system is beneficial in the staff knowing the children well. The observations and assessments are managed in line with children's attendance and collaboration with their teachers. Each child has a small notebook which presents a snapshot of the child, what they enjoy and take part in. However, the system does not yet monitor children's progress effectively. It does not identify their next steps or gaps in their learning so as to inform the planning.

The atmosphere is busy and full of excited chatter. The children are happily

engaged and occupied. Resources enable children to access various fun opportunities indoors and outdoors, or relax and 'chill out'. For example, children make intricate patterns with very small beads. They collaborate with each other as they pore over the instruction pictures, discussing the properties of the patterns and making simple adjustments to their own pieces of work. Children use their initiative and access tweezers to help them manipulate the tiniest beads into the pattern. They are confident in using technology, such as a games console which they use to they engage in activities like bowling and tennis. Children are developing important social skills as they share and cooperate in these activities. Staff are consistent in their approach to managing children's behaviour, helping the children to learn right from wrong.

Children are learning to keep themselves safe as they practise fire evacuation. They understand the boundaries when playing outdoors and the rules about when parents arrive to collect them. They understand the importance of staff knowing that they are going home and with the right person. They learn good hygienic practices, such as washing hands at the appropriate times and the consistent use of paper tissues. Lots of posters are displayed to remind children of these practices and their influence can be seen in children's independent actions. Children enjoy healthy snacks, such as fresh salad ingredients with chicken, ham or cheese, from menu's that they have devised themselves. Children enjoy physical activities as they engage in weekly dance classes and confidently climb, swing and balance on wooden climbing frames.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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