

# Tiny Teddies Pirate Club

Inspection report for early years provision

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**Unique reference number** EY401550  
**Inspection date** 26/06/2010  
**Inspector** Hazel Christine White

**Setting address** St. Augustines RC Primary School, Heathcote Street,  
COVENTRY, CV6 3BL  
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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**

Tiny Teddies Pirate Club is an after school facility which is privately owned and managed. It is part of a chain of settings run by Tiny Teddies Company. It operates from the school hall within St. Augustine Primary School, in the Radford area of Coventry in the West Midlands. Children from within the school attend the club. There is a fully enclosed play area available for outdoor play.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 17 children on roll, six of whom are within the early years age range. The club opens five days a week, after school during school term times until 5:45pm. Children are able to attend for a variety of sessions.

The setting employs two members of child care staff. Both hold appropriate early years qualifications. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

An inclusive and welcoming service is provided, where children are cared for by friendly, qualified and caring staff. Children enjoy their time at the club and move confidently between the various activities. Staff work well with parents and carers and have a good knowledge of children's individuality ensuring that children feel secure and settled. Strong partnerships are in place with the school to support children's on-going learning. Staff demonstrate a sound commitment to continuous improvement. Effective self-evaluation and monitoring systems identify strengths and areas for development for the whole of the organisation but not specifically for children at this setting. All required documentation is in place although some records were not readily available for inspection.

## **What steps need to be taken to improve provision further?**

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

- develop further self-evaluation methods to help identify the strengths and priorities for development that will further improve the quality of provision for all children at the setting
- improve systems for storing documentation and records to ensure that they are available for inspection by Ofsted.

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

The after school club is well led and managed by an experienced team who are dedicated to the needs of the children and ensuring their safety and well-being.

Staff are deployed effectively and their knowledge and understanding of local child protection procedures is sound, so helping to underpin the safe management of children's care. Robust recruitment procedures are in place to check staffs' initial and ongoing suitability to work with children and to ensure they know their roles and responsibilities. Risk assessments are clear in identifying and minimising potential hazards and staff carry out daily visual checks of the premises. The provider and management team regularly updates policies and procedures and distributed to the various settings, however, some documents are not readily available for inspection, for example, information regarding staff's clearance through the Criminal Records Procedure (CRB).

Organisation of staff within the setting is good and they are vigilant about children's whereabouts at all times and ensure that appropriate supervision is always maintained, particularly during the departure of children. In addition, good procedures are in place to ensure that children do not leave with unknown persons, for example, through the use of a password system. The staff work well together as a team, present as positive role models for the children and have regular meetings to discuss what they plan to do with the children to make the club enjoyable. There is a good liaison with the school on site to ensure the children's specific needs are known and accommodated during the session. This is effective in maintaining the children's care and welfare.

Partnership with parents and carers is strong. Their views are regularly sought to ensure that the provision is successful in meeting their children's needs. Parents chat with the staff when they collect their children and discuss any concerns or events in their children's lives which might impact on their behaviour and well-being. Records of children's contact details are in place and contain the expected details and there are clear procedures for contacting parents and carers if an incident occurs or if there are different arrangements for collecting children at the end of the session. Information about what is to be offered during the sessions is displayed for parents and carers on a board in the hall. Staff ensure that any information received from the school is collated and shared accordingly. They have a sound understanding of working with other relevant professionals, such as teachers and the schools special educational needs co-ordinator, to support the inclusion of all children.

Staff promote equality and diversity well. Activities and resources are planned and readily accessible to ensure that children gain an awareness and understanding of the needs of others and to help children respect diversity. For example, children have access to books that reflect cultures from around the world and discussions about similarities and differences in people. In addition to this, information is sought from parents before children begin to identify their likes and dislikes enabling staff to plan an environment suited to their needs. The accommodation is spacious, suitable and made welcoming and homely.

The directors of the company have many systems in place to evaluate the effectiveness of their provisions. They ensure that all staff are supported in their work through regular appraisals and by offering a range of appropriate training. Regular meetings are undertaken and ideas and examples of good practice are shared. Some self-evaluation has taken place for this new setting although

priorities for development that will further improve the quality of provision for all children have not yet been fully explored.

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

Staff's knowledge and understanding of the Early Years Foundation Stage is good and they ensure that a well resourced and fun learning environment is offered to all who attend. The children arrive happily at their after school club, keen to get started on a range of interesting activities and to relax after the school day. A variety of activities are ready for the children when they arrive and these take into account the different ages, interests and needs of the group. Children are also able to request additional resources from the store cupboard. Activities take place both indoors and outside and children move freely between areas. Staff ensure that children engage in a range of physical pursuits, whether these are organised games or initiated by the children themselves. On the day of the visit the children had a fantastic time in the playground searching for shapes and numbers which were painted on the surface. They thoroughly enjoyed running between cones to reach their target, laughing and clearly having fun.

Children form a good rapport with staff and their friends. They invite staff to join in with their play, which they do enthusiastically. For example, having a game of tennis or designing and creating pictures together. Children readily engage in role play and really enjoy sitting on comfy cushions in the book area to read factual and fiction books. A well stocked drawing table encourages children to develop their writing and mark-making skills. This is an inclusive setting, where all children are valued and encouraged to be active participants in the range of activities offered. Staff consult with the children to gain ideas and they have designed their own suggestion board whereby they write their ideas on post it notes. This informs staff as to the types of activities they prefer. They celebrate festivals from around the world and use a range of resources which are representative of other cultures. The manager is skilled in encouraging the children to discuss their feelings and this has resulted in them having a good level of mutual respect, understanding and tolerance of others. They behave well, are responsive to praise and keen to help. For example, older children make the play dough for the following week.

Children choose from a selection of nutritious and healthy snacks which are freshly prepared and mostly home made. They are involved in menu planning and help with food preparation such as buttering crackers and filling wraps. Snack times are social occasions when staff and children chat freely about the events of the day, what they have enjoyed and plan to do. Children access drinking water easily to keep themselves hydrated. Their ideas about maintaining good health are promoted in the club, for example they are encouraged to play and be active outdoors and reminded to follow basic hygiene routines. Children feel safe as rules are in place to ensure that this is so. The fire evacuation procedure is regularly practised with all children to ensure that they are fully aware of how to evacuate the building in an emergency.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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