

# Little Gems Kids Club

Inspection report for early years provision

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**Unique reference number**

EY405599

**Inspection date**

05/07/2010

**Inspector**

Rebecca Johnson

**Setting address**

Belbroughton C of E Primary School & Nursery, Bradford Lane, Belbroughton, STOURBRIDGE, West Midlands, DY9 9TF

**Telephone number**

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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**

Little Gems Kids Club was registered under a new provider in 2010. It operates from a classroom and hall in Belbroughton Primary School. There is easy access to a fully enclosed outdoor play area.

The club operates a breakfast club from 8.00am to 9.00am and an after school club from 3.00pm to 6.00pm term time only. The club is registered to care for a maximum of 24 children from four to 11 years and is registered by Ofsted on the Early Years Register and on both parts of the Childcare Register. There are currently 40 children on roll, nine of whom are in the early years age range.

The setting is able to support children with special educational needs and/or disabilities and those for whom English is an additional language.

Four staff work with the children. Two hold appropriate qualifications and two are working towards obtaining a qualification. The setting receives support from the local authority.

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

Overall the quality of the provision is good.

Children enjoy their time in this welcoming setting that provides opportunities for them to relax and participate in leisure activities following the rigours of the school day. The setting is wholly inclusive and all children are welcomed and their individual needs recognised and met. Children have access to a well organised and secure environment where they choose activities and resources freely, supported by staff who know each child well. The use of self evaluation enables staff to identify the strengths and weakness of the provision to ensure that continuous improvement is sustained

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

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

- develop strategies to ensure that older children's behaviour does not impact on the enjoyment and participation of younger children.

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

Safeguarding the children and ensuring their safety are priorities within the club. Careful checks are made of the premises, staff and any visitors to ensure that this is fully maintained and all required records including in-depth risk assessments are in place. Staff have a good knowledge and understanding of their roles and responsibilities with regard to safeguarding and protecting children. Robust

recruitment processes ensure that all staff have been vetted appropriately to guarantee they are qualified, experienced and suitable.

All staff are knowledgeable and experienced. There are systems in place to reflect and evaluate on their practice and the capacity for continuous improvement is good. Staff work closely together to find and implement ways to continually develop the provision and ensure that children consistently receive a high level of childcare and education. Good systems are in place to support staffs' professional development and provide them with opportunities to attend regular courses and workshops to enhance their good practice.

Staff work well in partnership with parents and other professionals in order to develop a consistent approach in meeting children's needs. Parents are welcomed into the setting and their suggestions and comments are acted upon. They are informed of planned activities and events through regular newsletters and notice boards and staff pass on information through informal chats at the end of each day. Parents say they are happy with the setting and that they find staff friendly and approachable. The close working relationship between the club and the school ensures that each child's individual needs are addressed in a consistent and respectful manner.

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

The club is totally child orientated and staff strive to ensure that children have fun and enjoy all aspects of their time there. Children in the club are happy, settled and very confident. The organisation of space ensures that children immediately settle to their chosen activities which have been set out before they arrive. All children are able to participate in activities at their own level of understanding and development. Children interact positively both with adults and their peers and actively seek them out to participate in activities, for example, when building dens. They excitedly call to their friends to join them as they work together to make dolls furniture or boomerangs. There are opportunities for children to take time to sit quietly if they choose to do so and relax at the end of the school day, colouring in pictures or looking at books. Children especially enjoy dressing up as pirates and dogs and crawling into the dens they have made by throwing material over the tables.

All children are making good progress in their learning and development. Staff are aware of how children learn holistically particularly in a club that focuses on relaxing and leisure and provide a range of appropriate resources to support this. Planning is flexible and based on children's individual interests and play preferences. This ensures that they are able to participate in a range of activities which sustain their interest.

Physical activity is favoured by the children as they eagerly access the large school playground and create their own games bringing resources, such as, blankets and books from inside. They access resources, such as, skipping ropes and space hoppers which they use with dexterity and challenge themselves on the adventure

playground. They are encouraged to collect natural resources from outside, such as, feathers, plants and leaves which are then used for craft activities. They enjoy digging and planting vegetables in the garden and eagerly help to pick the salad leaves to go with their sandwiches for snack. Younger children thoroughly enjoy days when they have a teddy bears picnic. Older children are encouraged to support the younger children which develops the family orientated environment that the club offers.

Healthy lifestyles are promoted and children follow good hygiene routines, washing their hands before eating and waiting until staff have cleaned the tables appropriately before sitting down to healthy snacks. Children's understanding of how to keep themselves safe is promoted as they learn how to use equipment safely and practise evacuation procedures. Most children's behaviour in the club is good as they demonstrate good manners and show a genuine consideration for others. Staff remind children to be kind to each other and share toys and positive praise and re-enforcement is used at all times. However, there are times during the session when older children become disruptive and boisterous sometimes being a little unkind to the younger children present. Although, staff deal well with these situations as they arise, this has the capacity to impact on younger children's enjoyment of their time at the club.

This is a fully inclusive setting. Every child is recognised as an individual in their own right and activities reflect this as they are encouraged to develop self-esteem and confidence in their own abilities. There are many resources and worthwhile activities that ensure the children are introduced to their immediate and the wider world. Children who need extra support are cared for effectively by the experienced and knowledgeable practitioners who fully understand and respond to children's individual needs.

## 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

The quality of the provision in the Early Years Foundation Stage	2
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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