

# Champs Club

Inspection report for early years provision

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<b>Unique reference number</b>	218305
<b>Inspection date</b>	05/05/2011
<b>Inspector</b>	Janet Keeling

<b>Setting address</b>	Henry Chadwick Cp School, School Lane, Hill Ridware, RUGELEY, Staffordshire, WS15 3QN
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<b>Type of setting</b>	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

Champs Club opened in 1998. It is run by a voluntary management committee and operates from facilities at Henry Chadwick Primary School in Hill Ridware, Staffordshire. Children have access to the school playground and playing fields. The setting serves children and families from the local and surrounding areas.

A maximum of 24 children from three years to under eight years may attend the setting at any one time. The setting currently takes children from four years of age and also offers care to children aged eight to 11 years. There are currently 60 children on roll, of these, eight children are within the early years age group. Children attend for a variety of sessions. The club opens Monday to Friday from 8am to 8.45am and from 3.15pm to 6pm during school term time only.

The setting has procedures in place to support children with special educational needs and/or disabilities, and is able to support children for whom English is an additional language. It is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

There are four members of staff who work directly with the children. Of these, two hold National Vocational Qualifications (NVQs) at level 3. 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 participate in a range of interesting and stimulating activities and share warm, friendly relationships with staff and their peers. Staff are caring, motivated and work well as a team. They offer an inclusive and welcoming service, supporting all children to actively participate in activities which meet their individual learning needs and interests. Meaningful partnerships with parents and teachers at the host school have been established, ensuring children's needs are fully supported. The manager demonstrates a positive attitude and commitment towards the sustained and continuous improvement of the setting and it is well placed to develop in the future.

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

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

- improve the organisation of the hall to ensure children have a designated area where they can relax and play quietly
- improve the process of self-evaluation to better identify the setting's strengths and areas for improvement.

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

Priority is given to safeguarding children. Staff have an up-to-date understanding of child protection procedures and know who to contact should they be concerned about a child in their care. A written safeguarding policy is in place which is shared with staff and parents so that all adults are aware of their individual and collective roles and responsibilities. Effective procedures for the recruitment and vetting of staff are in place, ensuring that children are cared for by suitable people. Staff routinely verify the identity of all visitors and have a visitors' book in place. The manager and staff have a good understanding of health and safety issues and have written policies and procedures in place to support the running of the setting. The effective deployment of staff both indoors and outdoors ensures that children are supervised safely at all times. A good variety of resources are accessible and fully support children's learning and interests. However, while staff organise the hall well they have not made provision for children who wish to relax and play quietly.

Staff are caring, motivated and work well together as a team. They have a good understanding of their roles and responsibilities and have addressed the recommendations made at the previous inspection. They are committed to improving outcomes for children and demonstrate a positive attitude towards continuous improvement. Systems for monitoring the quality of the setting are developing, as staff do not yet have a full understanding of the setting's main strengths and weaknesses. Equality and diversity is successfully promoted throughout the setting. This is achieved through activities and open discussion between staff and children. All staff have access to ongoing training to ensure their knowledge and skills are regularly updated, which supports children's care and well-being.

Meaningful partnerships with parents and carers have been firmly established. Information is regularly exchanged and staff keep parents up-to-date about aspects of children's care and progress. A parents' notice board ensures that parents and carers have access to information about the running of the setting. For example, their registration certificate and public liability insurance are displayed. Parents also have access to the setting's policies and procedures at each session. Parents speak very highly of the setting and say that their children are happy, safe and enjoy a wide range of activities. They also commented on the approachable and caring staff who are flexible in meeting the needs of both their children and family commitments. Staff have developed positive links with teachers and other early years professionals at the host school, which ensures continuity of care for all children.

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

Children benefit from a welcoming environment. They are busy, interested and fully engaged. Staff are friendly, caring and spend quality time interacting and supporting children, and as a result, children clearly enjoy attending the setting. All required documentation is completed on the child's admission which records children's individual needs. Consequently, children are cared for according to their parents wishes. All children are valued and treated with equal concern with any specific requirements being met sensitively through discussion with parents. Staff know the children very well. They observe and assess them as they play and use information gained to fully support children's ongoing learning and interests. Feedback from children during the inspection confirmed that they are happy and that they enjoy the range of activities that are available.

Children are familiar with the daily routine and look forward to meeting up with their friends where they can share the day's news and play together. They access an exciting range of activities and games that have been put out in readiness for them. This allows children to make choices and follow their own interests. They are also aware of what other resources are available and confidently ask staff for help and support in setting up activities. One group choose to explore the role play equipment while another group completes jigsaw puzzles. At the creative table children enjoy junk modelling. There is laughter and excitement as they talk about their wonderful creations, which include a castle, robot, rocket and a television with a remote control. Children play well independently and with their peers and show respect for each other as they share and take turns. Older children in the group are very aware of the younger children's needs. They are caring and offer support when needed. Children develop an understanding of diversity as staff encourage positive, open discussion about people's similarities and differences and as they recognise and celebrate cultural festivals throughout the year. They have good opportunities to develop their physical skills and enjoy daily access to the outdoor areas. They relish being outdoors in the fresh air where they engage in a wide range of activities. For example, they enjoy the challenges of the trim trail equipment, confidently negotiate space hoppers and participate in team games, such as football and rounders. Children are encouraged to make a positive contribution to the group as they help to raise funds for new equipment. They grow sunflowers, courgettes and green beans and make friendship bracelets to sell at the summer fair.

Children learn to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, staff remind children to use equipment safely and support them as they engage in regular emergency evacuation drills. Children's understanding of good hygiene practises are reinforced throughout the sessions. Healthy eating is promoted as children access a range of fresh fruit at snack time. Drinking water is readily available to the children throughout the session, ensuring that they remain hydrated. Their behaviour in the group is very good. They behave in a manner that is supportive of their learning and they develop confidence and self-esteem because staff give regular praise, encouragement and support. Children are fully aware of the club rules, which they

regularly discuss. For example, 'have kind hands', 'share toys', 'make new friends' and 'be nice to others'.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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