

# Larks and Owls Club

Inspection report for early years provision

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**Unique reference number** EY415006  
**Inspection date** 13/07/2011  
**Inspector** Dianne Sadler

**Setting address** High Meadow Infant School, Norton Road, Coleshill,  
BIRMINGHAM, B46 1ES

**Telephone number** 01675 465 196

**Email**

**Type of setting** Childcare - Non-Domestic

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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

The club has been registered since 2010 and is situated on the premises of High Meadow Infant School, Coleshill, Birmingham. Children have access to the school hall, kitchen/dining area and associated facilities, and there is a fully-enclosed outdoor play area.

The club opens Monday to Friday during school term times from 7.45am until 8.50am and from 3pm until 5.45pm. The club is also open during school holiday times from 7.45am until 5.45pm. Children are able to attend for a variety of sessions. The club is registered to care for a maximum of 30 children at any one time. There are currently 38 children on roll, of whom 19 are within the early years age group. This club is registered by Ofsted on the Early Years Register and on both parts of the Childcare Register.

The club employs three permanent members of childcare staff and two temporary members of staff. Of these, four hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in this friendly and relaxed setting. Staff are developing processes to support children's learning. Consequently, children make satisfactory progress towards the early learning goals. Partnerships with parents and other agencies are being developed appropriately. The club has implemented satisfactory systems to evaluate and monitor their practice. However, staff are not fully aware of some of the detail of the Early Years Foundation Stage, which results in three welfare requirements not being met.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure risk assessment identifies all aspects of the environment that need to be checked on a regular basis (Suitable premises, environment and equipment)(also applies to both parts of the Childcare Register) 24/07/2011
- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare)(also applies to both parts of the Childcare Register) 24/07/2011
- keep a record of accidents (Safeguarding and promoting children's welfare)(also applies to both parts of the Childcare Register). 24/07/2011

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

- improve systems used to make decisions of the suitability of staff so that evidence is used from the range of sources detailed in the Early Years Foundation Stage Statutory Framework and maintain a record of these checks to ensure adults looking after children are suitable to do so
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of the provision for all children
- develop a systematic and routine approach to using observations to identify and plan the next steps in a child's developmental progress towards the early learning goals.

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

Children are safeguarded sufficiently well. Staff have an appropriate knowledge of the possible signs of abuse and the procedures to follow if they have concerns about a child in their care. They follow a clear and concise written policy and some staff have attended training in this area. The club's recruitment and vetting procedure is sufficient, but lacks detail. The club demonstrates that Criminal Record Bureau checks and information with regard to staff qualifications and their identity are obtained. However, the setting does not keep a record for every member of staff with regard to interviews undertaken, medical checks, references and employment history. Children use premises that are safe and secure and they are supervised appropriately at all times. A written risk assessment is maintained which is dated and signed. However, it does not include all aspects of the environment which need to be checked regularly, such as the toilets, school kitchen and outside field. In addition, the setting does not keep a record of accidents and written permission is not obtained from parents for each and every medicine to be administered, such as inhalers. These three omissions are breaches of the welfare requirements and compromise children's safety.

Children use an interesting range of good quality play resources which are readily available so that they can self-select. This helps to develop their confidence and independence. Some resources provided enable children to learn about the wider world. For instance, children benefit from reading a book that explores South African myths. Staff use the space available appropriately. However, at present children do not have free access to the outdoor areas. This has been identified as an area for development by the club and there are plans to put doors in place leading from the hall into the field. Other areas for improvement have not been identified by the club through their self evaluation systems with regards to some documentation. This may compromise children's welfare and safety.

The club works closely with parents to gain information about children's individual needs. Staff share information about children's development with parents verbally and parents access their children's 'Learning Journey' books. Parents show complete satisfaction with the club. They comment on the close relationships they

enjoy with friendly staff within a family-orientated environment. They benefit from being given their own copies of policies and procedures. The club is also developing positive relationships with other providers. For instance, they discuss activities they are planning with teachers from the school and share some information about children's welfare and learning.

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

Children develop a close relationship with the staff and demonstrate that they feel safe and secure. They behave appropriately because they understand the clear boundaries set. They are polite and are learning to share resources with each other. Children are learning about a healthy lifestyle. They benefit from accessing a healthy snack by choice throughout the session. They enjoy foods, such as crackers with cream cheese, tomatoes and bread sticks and fresh fruit. Children are also able to help themselves to a drink of fresh water from a dispenser, which helps to keep them well hydrated.

Children are developing skills for their future success. They enjoy an interesting selection of planned activities as well as plenty of time for free play. Staff are aware of the needs of the younger children attending and adapt activities to meet their learning needs while also providing challenge for older and more able children. Staff are recording some observations made of children's achievements in their individual 'Learning Journey' books. However, observations are not linked to the areas of learning and not used to identify children's learning priorities. Therefore, children's progress towards the early learning goals is not maximised.

Children enjoy activities planned within themes such as 'Holidays'. They develop their creative skills when making postcards using different media and materials. They choose to send their cards to family members and school teachers. They develop their play further and decide to make cards to give to their teachers to say goodbye at the end of term. They sit and concentrate well at this time and discuss events from home and school. Children enjoy role play situations and immerse themselves in pretend play using dolls and pushchairs. The role play corner is set up as a beach and children develop their physical skills using tools in the sand, such as buckets and spades. Children are developing a sense of belonging and self-esteem. For instance, they proudly display self-portraits drawn by themselves in the school hall. They write their names clearly on their work and place a photo of themselves alongside.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take actions as specified in the Early Years section of the report (Safeguarding and promoting children's welfare) 24/07/2011
- take action as specified in the Early Years section of the report (Suitable premises, environment and equipment). 24/07/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take actions as specified in the Early Years section of the report (Safeguarding and promoting children's welfare) 24/07/2011
- take action as specified in the Early Years section of the report (Suitable premises, environment and equipment). 24/07/2011