

Precious People Out Of School Club

Inspection report for early years provision

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Inspector Bernadina Lavery

Setting address Shustoke Primary School, Forge Road, Shustoke, Coleshill,
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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

Precious People Out of School Club registered in 1999. It operates from a demountable building, school hall and a classroom on the site of Shustoke Primary School in the village of Shustoke, Coleshill, West Midlands. The club serves children attending Shustoke Primary School. Children have access to a secure, enclosed, outdoor play area.

The club is open each weekday during school term time. Sessions are from 8am until 8.55am and 3.15pm until 5.30pm. Holiday care can be offered during the main school holidays. Holiday sessions are from 8.30am until 5.30pm. Children can attend for a variety of sessions. A maximum of 48 children aged between four and eight years may attend at any one time. Currently there are 48 children on roll, 10 of whom are in the early years age group. The club supports children with special educational needs and/or disabilities.

There are six members of staff who work with the children. All of these hold appropriate qualifications at level 3. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are lively, confident and enjoy attending this welcoming club, where outcomes for children in the Early Years Foundation Stage are good. Inclusion mostly underpins the daily routine and delivery of activities. Staff know children very well and are enthusiastic and committed to ensuring all children are welcome and valued. Safeguarding is well-considered, although documentation to support safety systems lacks finer detail. Effective resources, partnerships and relationships help to support children's welfare and learning. Monitoring and self-evaluation procedures are well-targeted and focused on future improvements. Consequently, the club is well placed to improve.

What steps need to be taken to improve provision further?

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

- improve the daily routine to support personalised learning for all children, including opportunities to be outdoors with the freedom to explore and be physically active
- extend the risk assessments to cover anything with which a child may come into contact, with particular regard to the outdoor area.

The effectiveness of leadership and management of the early years provision

Good attention is given to safeguarding all children. Clear roles and responsibilities and regular training ensure staff are familiar with Local Safeguarding Children Board procedures and recognising symptoms of child abuse and neglect. Staff treat all matters of concern with confidentiality. This ensures children's well-being is prioritised. Robust vetting procedures ensure suitable, professional staff are recruited. New staff are guided through a thorough induction process, ensuring they can describe with confidence, the club's safeguarding reporting procedures. Supervision and appraisals help to track personal and professional issues for staff, ensuring they continue to be deemed suitable to work with children. Effective documentation, tailored to the club, helps to support children's safety and welfare. Children's hours of attendance are carefully monitored as part of the club's security system. Detailed risk assessments include hazards within the playroom and aspects of the outdoor area. During outdoor play, staff are vigilant and explain to children to stay within the safe, coned area of the playground. However, risk assessment documentation is not extended to reflect spontaneous hazards or control measures within the grounds that may pose a hazard to children. For example, checking gates are closed or seasonal changes, such as poisonous fungi growing in the grass.

Children play in a welcoming environment that reflects examples of children's drawings and artwork. A wide range of good quality, sustainable resources are available and children can direct their own play and choose resources freely. Effective deployment of staff ensures the smooth running of the club. Inclusion is well-considered as staff know children well and clearly enjoy their company. Staff respect children's individuality and accommodate special requests accordingly. The organisation of the club accommodates children's sporadic hours of attendance well. Although, aspects of the daily routine do not always support personalised learning for younger boys who may require additional opportunities to be outdoors, with freedom to explore and be physically active. A key worker system is in place, supported by effective information sharing strategies between the school and families.

Parents speak highly of the club, are happy their children are safe, and keen for them to attend. Effective partnerships are fostered as the club liaises closely with class teachers to support individual children's learning and progress. Those at the host school value the service provided by the club and think highly of the staff, communication systems and quality of care children receive. Staff are dedicated and committed to providing a good quality learning experience for all children. Staff's areas of expertise, such as creative skills or football coaching, are fully utilised. There is a clear, structured operational plan, coupled with focused leadership, to ensure all staff are clear about the management's expectations. Staff are supported and encouraged to attend ongoing training in order to enhance their skills and professionalism. Evaluation procedures are child-focused and effective in identifying future plans and priorities. The recommendations from the previous inspection have been addressed, improving outcomes for children and demonstrating a commitment to ongoing improvement.

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

Children make good progress in their learning and development because they experience a good balance of activities within a vibrant environment. Planning is flexible and influenced by children's particular interests and play preferences. Children's assessments include starting points and reflect progress across the six areas of learning, complementing children's main education with examples of play based progress. Staff use three-way communication sheets and key worker consultation weeks to ensure families are kept well-informed about their children's progress and overall well-being. Trusting relationships are evident as children share their opinions and news from school with staff on arrival at the club. Children take on the role of 'club helper' and enjoy the responsibility this entails, such as giving out tabards and setting the table for tea. This helps children to feel a sense of responsibility and belonging. Children show good levels of confidence as they initiate conversations with each other and adults. Overall, children are sociable, courteous and well-behaved. Staff are calm and respectful to children when dealing with challenging behaviour, consequently any developing situations are resolved quickly. Children develop an understanding of differences within society through food tasting activities at cultural celebrations and by using resources that reflect positive images of culture, gender and disability.

Children show high levels of enthusiasm and involvement in their chosen activities both indoors and outside. For example, children play tennis with energy and determination when trying to return the ball to their partner. Literacy skills are encouraged as children are reminded to write their names on their pictures. Younger children's handwriting demonstrates some clearly identifiable, emerging letters. Numeracy skills are encouraged as children are beginning to recognise shapes and patterns when playing strategy games. Staff support this learning well by asking, 'how many more do you need to win?' Children are beginning to understand about cause and effect during play, recognising that dolls' clothes stay on because they are magnetic. There is a good focus on integrating information and communication technology resources in all aspects of play. Consequently, children show confidence and dexterity in using electronic toys and equipment. For example, children help each other to navigate through game programmes, pressing different buttons to see what happens. Design and creative skills are emerging as children use pasta to make jewellery. Children take pride in their work, demonstrating skill and care in choosing colours and painting patterns on their pasta bracelets and necklaces. Children make craft items to sell to support fundraising. This helps children to understand about the role of charities within society and develop empathy. Children play pretend games both outside and indoors, using conversation for planning and imagination in how they utilise resources. Overall, children develop good literacy, numeracy and technological skills in order to support their future learning.

Children are developing a good understanding of healthy lifestyles. For example,

children clean their hands with anti-bacterial gel prior to eating snacks as part of their daily hygiene routine. Children describe the importance of good dental hygiene, such as brushing teeth and the causes of tooth decay while playing with a set of large teeth and toothbrushes. A balanced, healthy breakfast and snack menu, including fruit and vegetables, such as bananas and carrot sticks, help children to make good food choices. Physical skills including good control and coordination are apparent as children run around the playground while playing football. Children are encouraged to take ownership of the club and help to produce and contribute to their own 'Precious People' magazine. Children understand and respect the safety measures in place, such as wearing coloured tabards to identify they are part of the club. Regular fire drills and the club's danger warning system, which involves staff blowing a whistle, alerts children to take appropriate action. This helps children to understand that safety is everyone's responsibility and they play a crucial part in keeping themselves safe.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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