

Clockwise After School Club

Inspection report for early years provision

Unique reference number	EY361808
Inspection date	17/11/2011
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Setting address	Focus Leisure & Community Centre, Turves Green, Northfield, Birmingham, B31 4BP
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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

Clockwise After School Club originally opened in 1998 and re-registered under new ownership in 2007. The club is managed by Longbridge Childcare Strategy Group and is situated within the grounds of Turves Green Girls School, Birmingham. Children have access to a large hall, quiet room and small outdoor area.

The club is open each weekday from 3.10pm to 6pm, term time only. The club is available for children living in the local area.

A maximum of 40 children may attend the setting at any one time and there are currently 40 children on roll. The setting is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs five members of staff, four of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are offered high levels of care and education and make strides in their learning and development. Effective arrangements exist to ensure children's safety and health and to encourage their involvement in the wider community. Practice is inclusive and all children and their families receive a very warm welcome. The manager has an accurate understanding of how to secure continuous improvement.

What steps need to be taken to improve provision further?

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

- open up opportunities for children to learn about the food chain through planting, growing, gathering, preparing and using different foods
- ensure that the outdoor environment offers children freedom to explore, use their senses and be physically active and exuberant.

The effectiveness of leadership and management of the early years provision

Practitioners demonstrate a high level of commitment to promoting children's safety. Arrangements for safeguarding children are robust, regularly reviewed and fully understood. Thorough risk assessments are conducted and include everything with which a child may come into contact. Children are taught to be safety conscious and show a strong awareness of how to keep themselves safe, for example, through rehearsing the emergency evacuation procedure, learning about

road safety and gaining knowledge of stranger danger. The environment is safe and supportive and practitioners are focused on promoting children's welfare. Practitioners who work as a stable and successful team.

Resources are good, fit for purpose and fully promote children's learning and development. The provision offers children a fun equivalent to home, providing a place for activity, rest and eating. Children have easy access to an abundance of interesting toys and resources and benefit from high quality interaction with cheerful practitioners. The environment is child-friendly, interesting and accessible to every child to promote their independence. Resources are used flexibly and occasionally the Quiet Room is transformed into a 'cinema'. However, outdoor play is currently fairly limited due to the size of the outside play area. The manager is in the process of addressing this to offer children opportunities for doing things in different ways and on different scales than when indoors.

The atmosphere is warm and accepting and practitioners are committed to ensuring that children are cared for appropriately for each family. Children with additional needs are effectively supported and fully included in activities and the play of all children is valued. Practitioners demonstrate a positive approach to meeting children's individual and wide-ranging needs. Management systems run smoothly and the manager is committed to driving improvement. In light of this, the club is currently working towards the Quality Improvement scheme to improve practice and promote outcomes for children. Self-evaluation is good and reflects the manager's commitment to providing a safe and stable environment for the children in their care where the 'Welfare and well-being of the children is our priority.'

Practitioners are dedicated to working in partnership with others to promote optimum continuity of care. They communicate effectively with the local school to complement children's learning and to ensure progression. Strong links exist with other community groups who use the centre and with the Adult Link Worker. Relationships with parents are well-established and this contributes to improvements in children's learning, well-being and development. Feedback is very positive and parents clearly value the high levels of care their children receive. Comments, such as 'Staff are very welcoming and happy' and 'Children love coming here' reflect the vast majority of their views.

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

Practitioners' good knowledge of the learning and development and welfare requirements promotes children's learning, social, physical and economic well-being. High quality planning and organisation ensures that all children are suitably challenged by the learning opportunities provided. Activities are well planned, based upon accurate observations and fully matched to children's individual needs. Practitioners skilfully tune into children and as a result, they display positive attitudes to learning. They have plenty of space and time to pursue personal interests and there is a good balance of adult-led and child-initiated play.

Relationships are good and children's behaviour is managed well. This is celebrated through 'The Zone Board' which offers a powerful, visual incentive to children.

The current theme is 'All about me' and children engage in a wide range of exciting learning opportunities. Children write creatively, draw self-portraits and express their ideas, as they compile mini-autobiographies. They readily share personal experiences, bring in baby photographs and talk about their pets, homes and hobbies. Children explore relationships, as they talk about their families, friends and special celebrations. Children develop a positive sense of themselves and refer to activities, for example, making autobiographies. Other activities include making coasters, stitching bags, researching on the computers and playing games. Junk modelling is popular and children form robots, boats and castles from boxes, tubes, bottles and masking tape.

Children display a strong awareness of what constitutes a healthy lifestyle when they describe how they 'wash our hands, sit down together and eat snacks.' Children reveal that 'snacks are really good because they're healthy, like apples and oranges and melon.' Children are content and settled and they adopt good personal hygiene routines. A good balance of activities ensures that children have ample opportunities to be active and to relax or rest. Children learn the importance of healthy eating through making soup, preparing sandwiches and engaging in food tasting sessions. The manager intends to enhance children's understanding of the food chain by incorporating further planting and growing activities. Children's health, physical and dietary requirements are well met.

Children feel safe at the setting and a set of reasonable rules fit with their rhythms and add pattern to daily life. Good quality interaction and well-organised routines help children to become secure and confident. Children talk about the little signs in the rooms, such as 'do not run whilst toys are out otherwise you could have an accident.' In addition, children describe how they sit down together and talk about being safe, such as 'when we're walking here from school.' Children receive warm and responsive care and show a secure sense of security and belonging within the setting. They are confident, happy, well behaved and display a good awareness of responsibility. The support children receive from practitioners is personalised to meet their individual needs. The club is fully inclusive and practitioners build caring and respectful relationships with all children and their families.

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