

Tower Club

Inspection report for early years provision

Unique reference number

EY233136

Inspection date

09/01/2012

Inspector

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Setting address

Blacko Primary School, Gisburn Road, Blacko, Nelson, BB9 6LS

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Tower Club is run by a management committee and was registered in 2002. It operates from the main hall and library of Blacko Primary School in Nelson. Children have access to the secure enclosed school playground. The setting is open Monday to Friday from 8am to 9am and from 3.15pm to 5.15pm during term time only. It serves the families and children of the host school and children attend for a variety of sessions.

A maximum of 24 children aged from three years to under eight years may attend the setting at any one time. The setting also offers care to children aged eight years to 11 years. There are currently 32 children on roll, of these 13 are under eight years and of these four are in the early years age group. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are two members of staff who work directly with children. Of these, both hold a qualification at level 3 in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children and their families are welcomed into a bright, clean and inclusive environment where children are engaged in an appropriate range of activities. Loyal and friendly staff have formed sound relationships with children, parents and carers, and other professionals. Whilst the setting shows a satisfactory capacity to improve, processes of self-evaluation and reflective practice do not effectively identify priorities for development. As a result some of the required records for the safe and efficient management of the provision, with regard to implementing an uncollected child policy and requesting emergency medical advice or treatment permissions are not in place. In addition the setting has failed to inform Ofsted of a significant change to the members of its governing body.

What steps need to be taken to improve provision further?

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

- request written parental permission from all parents the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 24/01/2012
- put in place and make available to parents a procedure to be followed in the event of a parent failing to collect a child at the appointed time. 24/01/2012

(Safeguarding and promoting children's welfare)

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

- improve systems to engage in informed reflective practice and self-evaluation to effectively identify the setting's strengths and priorities for development that will improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

The provider has failed to notify Ofsted of a change to the individuals who are members of its governing body. It is a legal requirement to do so. On this occasion Ofsted does not intend to take further action. However, this does not have a detrimental impact on children's safety because these persons do not care for children. Most of the other records, policies and procedures that support the setting to promote positive outcomes for children are appropriately maintained. For example, systems for checking staff are suitable to work with children, are fully in place. Staff have a sound understanding of their role in safeguarding children. They are familiar with Local Safeguarding Children's Board guidelines and know who to contact if a concern should arise. Clear annual and daily risk assessments identify hazards and support staff to maintain a safe environment. However, a procedure to be followed in the event of a parent failing to collect a child at the appointed time has not been established. This is a breach of a specific legal requirement of the Early Years Foundation Stage framework. Consequently, this may impact on children's safety and well-being.

Staff and resources are deployed satisfactorily to maximise children's learning opportunities. Equality and diversity is appropriately fostered as children celebrate a range of festivals, for example Chinese New Year, Easter and Christmas. Snack times are sometimes used as opportunities for international food tasting sessions and resources, equipment and activities promote positive images of culture, gender and disability. Appropriate channels of communication regarding children's interests and dietary needs have been established with parents and carers. Families value opportunities for daily, informal discussions and appreciate staff's friendly and approachable manner. Regular questionnaires seek parental views and they appreciate the setting's attempts to accommodate their needs. Appropriate partnerships with the host school have encouraged children to build solid and meaningful relationships with teachers, older children and other staff. This has a positive impact on their transitions.

The manager is aware of some of the areas for improvement though the rigour and levels of monitoring and analysis, to improve the quality of the provision for children, are uneven. Most of the recommendations made at the last inspection have been suitably addressed. However, written parental permission is still not consistently requested at the time of the child's admission to the setting, to the seeking of any necessary emergency medical advice or treatment in the future. This is a breach of requirement of the Early Years Foundation Stage.

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

Children are active and independent learners and enjoy their time at the setting. They communicate effectively and make appropriate progress in their learning and development. They demonstrate that they feel safe as they confidently converse with and seek assistance from adults. Children become actively engaged in a suitable range of activities and experiences, for example they build large brick structures and partake in physically challenging computer games. Appropriate use is made of space and children benefit from accessing the outdoor area regularly. Staff are kind and thoughtful and interact effectively and sensitively with children. They provide opportunities to extend children's learning and development using their knowledge and understanding of their individual interests and skills. Their commitment to providing a clean, pleasant and interesting environment ensures children remain happy and engaged throughout the session.

Children's personal, social and emotional development is appropriately fostered as they form positive and trusting relationships with peers and adults. They are independent and capable as they successfully manage personal hygiene routines and help to prepare simple snacks. Children's communication, language and literacy skills are fostered in an environment rich in print and activities which promote writing skills. Children's number skills are encouraged through a suitable range of sensory and small world activities. Children share equipment, take turns and are beginning to show concern for each other. Staff use consistent techniques to support and foster children's behaviour. Children use a range of information, communication and technology equipment, for example computers, games consoles and replica domestic appliances. All of which help them to satisfactorily develop skills for the future.

Mealtimes are social occasions where children engage in friendly banter. Some children understand the benefit of adopting healthy lifestyles because they explain that they 'eat apples because it's good for my teeth'. Children's understanding of the wider world and keeping safe is nurtured through raising funds for local and national projects and developing their own rules of behaviour.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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:

Met

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:

- ensure systems are in place to inform Ofsted of the name, date of birth, address and telephone number of any member of the governing body. (Changes to people)

24/01/2012