

# Precious People Childcare Services

Inspection report for early years provision

---

**Unique reference number** EY436910  
**Inspection date** 16/05/2012  
**Inspector** Jacqueline Nation

**Setting address** The Nethersole C of E Primary School, 118 High Street,  
Polesworth, TAMWORTH, Staffordshire, B78 1DZ  
**Telephone number** 01827892357  
**Email** admin3209@we-learn.com  
**Type of setting** Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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

Precious People Out of School Club was registered in 2011 and is owned by Precious People Childcare Services. It operates from the music room and school hall within Nethersole C of E Primary School, in Polesworth, near Tamworth. Children have access to a secure enclosed outdoor play area. The club serves children who attend the school.

The provision is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The provision is registered to provide care for a maximum of 30 children under eight years. The admission policy allows children up to the age of 11 years to attend. Currently there are 24 children on roll, one of whom is in the early years age range. The club is open each weekday during school term times. Sessions are from 8am until 8.50am and 3pm until 5.30pm. Children attend a variety of sessions.

There are two members of staff who work with the children, both of whom hold appropriate early years qualifications to level 3. The club receives support from the local authority and works in close partnership with the host school.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and enjoy attending this welcoming club, where outcomes for children in the Early Years Foundation Stage are good. Caring staff engage positively with children and make sure all children are involved and treated equally. Partnerships between parents and the host school work well to ensure children's individual needs are met. Children's safety and well-being is given good consideration, although some documentation lacks the required information. While the setting is in the early stages of the self-evaluation process, the owner, manager and staff are committed to ongoing continuous improvement.

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

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

- review the risk assessment to ensure that it covers all aspects of the setting to ensure children's safety and well-being
- review the safeguarding policy to ensure information is easily accessible with regard to contact telephone numbers for local agencies
- develop further the quality improvement processes to monitor and evaluate the 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**

Safeguarding children is given good consideration because staff are clear about the procedures for reporting concerns. The safeguarding procedure is shared with parents is displayed in the setting for easy reference. However, the procedures do not include the appropriate contact numbers for local agencies in the event of a concern about a child in their care. Risk assessments are completed to help minimise potential risks to children and children are supervised well at all times. However, the risk assessment record does not cover all aspects of the setting to fully ensure children's safety and well-being. Effective recruitment procedures include the provision for checking references, Criminal Records Bureau checks and systems for ensuring the ongoing suitability of staff. Well-organised systems are in place for recording children's attendance, accidents and medication.

This is an inclusive setting where staff take time to get to know the children in order to support their individual needs and unique characteristics. Staff work well together to ensure all children are included and achieve as well as they can. Children enthusiastically involve themselves in activities of their choice and play well together. Assessment and observation systems are in place and children's progress in the Early Years Foundation Stage is shared with parents. Planning covers a wide range of topics and includes enjoyable activities created from children's ideas and play preferences.

Partnership with parents is open and friendly. Parents are provided with good quality information about the provision, including a range of written policies and useful information displayed on the noticeboard. Parents are encouraged to share what they know about their child before they start to ensure staff have a good knowledge of each child's background and needs. Parents are welcomed into the setting and there are opportunities each day for informal discussions about their child's achievements, well-being and development. This helps parents to support their child's learning and development at home. Parents spoken to at the time of the inspection expressed very positive comments about the provision overall, the staff team and the range of activities. Good partnership working with the host school ensures information about children's well-being and transition is shared.

Staff are motivated and demonstrate enthusiasm for their work. They are committed to improvement and are keen to undertake training to enhance their knowledge and skills. Evaluation procedures are being developed to include provision for parents and children to share their opinions and ideas for future improvements.

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

Children enjoy attending this friendly and welcoming club where they are able to relax and have fun after a busy school day. Staff interaction with the children is good, they have a warm rapport with the children and involve themselves in their play. Staff demonstrate a good understanding of the Early Years Foundation Stage framework and how children learn. They successfully plan a broad range of activities to promote children's enjoyment and achievement. Good documentation is in place to show children's starting points and their progress and achievement. Individual learning journals are shared with parents and a profile summary each term keeps them informed about all aspects of their child's learning and development.

Children enter the club with confidence. They are familiar with the routine and enjoy the chance to catch up with their friends and engage in friendly conversations with staff. Provision for enhancing children's creative ability is very good. They express themselves through the wide range of experiences including marble and glass painting, manipulating play dough and art and craft activities. Children show a sense of pride as they discuss their 'lollipop puppets' and plan a puppet show. Children get pleasure from cooking activities, they make their own pizzas and enjoy decorating cakes. Problem-solving skills are evident as they play games, such as, dominoes or memory games, complete puzzles and construct train tracks. Children become totally absorbed in complex model-making activities using a variety of construction materials. Children select toys from the 'Treasure Chest' for playing outdoors, including, balls, hoops, dancing ribbons and skipping ropes. They use the school playground and fields and this helps promote their physical skills and confidence. Children's awareness of diversity is fostered effectively. They take part in a range of planned activities about different festivals and celebrations, such as Chinese New Year and Mothers' Day. Overall, children achieve well and are supported in developing skills to support their future learning.

Children's welfare is promoted effectively. The setting is clean, well maintained and effective daily routines help minimise the risk of cross-infection. Children develop a positive approach to adopting healthy lifestyles. They follow good personal hygiene routines and enjoy opportunities to engage in outdoor play. Children are provided with a nutritious breakfast and enjoy a sociable snack time after school. Their individual dietary needs are catered for as staff are aware of any restrictions and parents' preferences. Children's behaviour is good, staff are positive role models and they involve children in devising club rules. Children show a strong sense of belonging and security within the setting. They approach staff with ease if they are concerned or need support. Children's understanding of safety issues is demonstrated through their play. They learn about possible dangers and how to keep themselves safe through routines, such as fire evacuation procedures and by joining in activities to promote road safety.

## 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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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