

# 115 Club St Clements

Inspection report for early years provision

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**Unique reference number**

EY440051

**Inspection date**

17/05/2012

**Inspector**

Bridget Copson

**Setting address**

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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).

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**

115 Club St Clements re-registered under the current name in 2011. It is one of a privately owned chain of clubs that operate throughout Bournemouth and Hampshire. The club operates from a mobile classroom in the grounds of St Clements & St Johns Infant School in Boscombe, Bournemouth. The club has use of the school playground for outdoor play.

The club is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 24 children under eight may attend at any one time, all of whom may be in the early years age group. There are currently 52 children on roll, eight of whom are in the early years age range. The club is open Monday to Friday, offering after-school sessions from 3.15pm to 5.45pm and school holiday sessions from 8.00am until 5.45pm.

The club employs three staff, all of whom hold appropriate qualifications. Additional staff are drawn from other clubs in the chain to cover staff absence and special activities as needed.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's individual needs are met well and, as a result, they are making good progress in their learning. Staff work efficiently to provide an enabling and fun environment in which children are fully included and develop positive attitudes. Parents and staff generally work well together. Staff successfully evaluate the provision and have made various improvements to the quality of care and learning for children. They demonstrate a good capacity to maintain continuous improvement.

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

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

- strengthen the two-way flow of information with parents, with particular regard to increasing opportunities for them to give their views and to the sharing of information about their children's learning.

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

Children's welfare is safeguarded effectively by staff. They implement effective systems to help assure children's safety and well-being. Robust employment and vetting procedures are carried out to help ensure all staff are suitable. This is

followed by an induction programme and annual appraisals to help ensure ongoing suitability. Staff make thorough risk assessments and use daily checklists to help maintain high standards of health and safety. They have a secure knowledge and understanding of their child protection responsibilities. They know the procedures they would need to follow in the event of any concerns to further help safeguard children.

Staff prepare a warm and welcoming environment for children's arrival. This includes a good range of easily accessible activities in both the indoor and outdoor play areas. As a result, children can make independent choices about their play. Staff provide good levels of support, supervision and interaction to help ensure that all children are fully included whatever their individual needs or backgrounds. They act as good role models and support children in developing a respect and understanding of the needs of others. The club has effective systems for monitoring and evaluating the quality of provision. These include a self-evaluation form, staff meetings and links with the local authority. Staff have made several improvements since the club's recent re-registration which shows a good drive to improve.

Staff have established good partnerships with parents who are provided with clear information to support them in making an informed choice about their child's care and learning. Parents provide staff with information regarding their child's needs and preferences to promote consistency. They are kept well-informed through displays, daily communication and newsletters. However, they have less opportunities to actively share their views of the setting or to contribute to their child's learning and development. Parents state that their children 'love the games outside' and 'playing with friends'. They also explain that their children have 'settled in very well' and that 'staff are always friendly'. Staff establish close and successful links with the reception class in the school which all children attend. This includes on-going discussion, cascaded information from meetings and topic sheets for each term ahead. This fully supports children's transition between the settings.

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

Children's learning is promoted effectively and they develop good skills for the future. Staff plan weekly activities linked to changing topics which they adapt to meet children's developmental needs and interests. Children's progress is monitored and assessed from the start by key persons. This involves children working with their key person to complete 'All About Me' forms, and once settled in they fill out 'I Can Do' forms. Key persons also record observations of children's development which they use to identify the next steps in their learning. Staff know the children well and interact with enthusiasm to provide a fun environment in which they are all included with equal consideration.

Children arrive happy and excited from school. They seek out friends and staff to chat and play with. They freely choose their favourite play environment and

activities and focus for long periods in their play. When all children are present they come together for a whole group time. This allows them to get to know one another, share news and show things they have brought in. For example, they show off the 'creepy crawlies' they have made at school, special toys from home and share details of a school trip. Children are developing positive attitudes and behaviour. They show good manners, help others, and play with consideration. Their communication, language and literacy skills are developing well. They listen politely to one another, are keen to share their news and thoughts at group times and ask lots of questions when curious. They enjoy mark-making and use a good range of books.

Children use their imaginations well. They enjoy building with construction sets and playing with role-play resources. They freely explore and create with different media and materials. For example, they draw, design charts, paint and make junk models. They count aloud, name numerals, and problem solve with puzzles sheets and jigsaws. They learn about diversity within their local community and around the world. For example, they explore lifestyles in other countries, explore the decades of the Queen's rule and find out about the forthcoming Olympics. They are also learning to become responsible young people through recycling topics.

Children feel safe and secure within the club. They move about freely and confidently between the indoor and outdoor play areas and seek out staff with affection. They learn about keeping safe well through safe play and practising the fire evacuation procedure. Children's health is promoted effectively within a clean and hygienic environment and they adopt good hygiene practices. They are developing a positive attitude to healthy lifestyles. They enjoy eating healthy foods at their sociable snack time and benefit from free-flow access to the outdoor play area. They take part in a wide range of physical play. For example, they use a range of small- and large-scale resources, chase bubbles, join in games and run freely in all weathers.

## 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
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### 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

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