

# Callowell Club

Inspection report for early years provision

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**Unique reference number**

EY265106

**Inspection date**

23/02/2012

**Inspector**

Gail Robertson

**Setting address**

Callowell School, Barrowfield Road Farmhill, Stroud,  
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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**

Callowell Club operates from purpose-built rooms within Callowell School, which is situated in Stroud. Children have access to two play rooms, a kitchen area, school hall, the school information technology suite, an under-cover outside play area, forest area, school playing fields and playground. The rooms are specifically for the use of the club. The club has a ramp for the small step into the building if wheelchair access is required. The breakfast and after school club was registered in November 2003. The Little Learners Playgroup and subsequent development of wrap-around care registered in September 2006. It is registered on the Early Years and on the compulsory and voluntary parts of the Childcare Register. The club may care for no more than 32 children from 3 years to under 8 years at any one time. There are 168 children on roll; of these 43 are in the early years age group and 29 receive funded early education. The club supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The breakfast and after school club operates from 7.45am until 8.45am and from 3pm until 5.45pm. The playgroup operates from 8.45am until 3pm, Mondays to Fridays during the school term. During the holidays, a play scheme operates from 7.45am until 5.45pm, Mondays to Fridays. In addition, the club operates toddler sessions on a Tuesday and Thursday from 9am until 10.30am. A parent or carer must stay with the toddler. Children from the local area attend, and some children from other schools attend the after school and holiday play scheme. A team of 17 staff work with the children and cover the range of provision offered. Staff qualifications include two qualified teachers; there are 10 staff with National Vocational Qualifications at Levels 2, 3 and 4, two student teachers and a book keeper. The group receives support from the Local Authority Foundation Stage consultant. There are links with other providers of early years education, in particular with the host school.

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

Overall the quality of the provision is good.

Children are happy, safe and enjoy their learning and play. Staff work well together to ensure children's needs and interests are met. The club is fully inclusive and diversity is shared and celebrated. The manager and committee are constantly looking for ways to improve and get better, such as developing the outside area and further training to support decisions taken when recruiting new staff. Excellent partnerships with parents and carers, as well as the local school and other agencies are a key strength and ensure children make good progress.

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

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

- extend access to safeguarding training for staff to further promote the welfare of children, for example by completing training in safer recruitment
- develop and improve the outside areas so they reflect the label-rich, stimulating indoor environment to enhance the children's knowledge and understanding of words and numerals in the world around them.

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

Safeguarding procedures are cohesive and ensure children are protected from harm and support them in their play and learning in a safe environment. Staff show a clear awareness of safeguarding issues and what they must do if they have any concerns about the welfare of any child. Well written policies and procedures for children's safety are regularly checked by the committee and the efficient manager. Policies are shared with parents and carers. Robust checks are followed to ensure that staff are qualified and suitable to work with children, but no committee member or the leadership of the club have undertaken the safer recruitment training available. The clear induction procedures ensure children's well-being is constantly protected. Risk assessments are rigorous for all sections of the club. This is a well organised club. Staff throughout the club have good knowledge of how children learn. They are encouraged to further this understanding and keep abreast of current thoughts and practice through training opportunities. This results in staff having clear expectations of what children can achieve and their progress. Little Learners staff have a wealth of knowledge about each child and staff in the other clubs know the children's interests and needs. This ensures children make good progress, which is tracked through the child profile. All staff share their knowledge and expertise with the parents and carers and involve them in their child's learning. This starts in the toddler club and continues, resulting in parents, carers and children enjoying further learning at home. Parents' and carers' relationships with the club start here and blossoms as the children progress. Every parent and carer spoke highly of the clubs and the way in which each part is smoothly run, well managed and led by the effective manager. It is a fully inclusive club where everyone is fully respected and differences celebrated and shared. There are positive images throughout the club of different cultures and disabilities and children were observed looking at them. The effective key person system is used to identify children who need extra support and these children are carefully considered. Everyone involved is consulted in the process of improvement. Their thoughts, ideas and suggestions are valued and changes made. The attractive, well-maintained building provides a safe and stimulating area for the children's learning and play. The areas are easily adapted to suit the different ages of children that come. Everyone is careful and they keep the areas bright, clean and tidy. Here, children's smooth transition into the school is well promoted as Little Learners share the reception outdoors and so meet their future peers and teachers. Parents and carers commented on the 'seamless transition'. The club makes best use of parents' and carers' skills and visitors to develop children's understanding of the world, such as the police and supermarket worker. The club enjoys extensive relationships with other providers to benefit all children.

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

Children simply love it here. Little Learners make good progress because staff offer them stimulating, enjoyable activities and good support to help them develop as individuals. Creative learning experiences on offer excite and stimulate curiosity, such as listening to parents and carers telling them about their jobs and examining the tools they use. Staff have good knowledge of children's starting points from parents and carers. They carefully plan activities and when to make observations and assessments of children, diligently recording progress to ensure their needs are met. The club is welcoming and cheerful and there is a happy family feeling. There are good opportunities for indoor and outdoor learning, with a wide range of good-quality resources for children to choose from. Little Learners settle down to serious play both independently and with their friends. This helps them to develop the skills they need for future learning. They explore 'The General Hospital' and gently remove bandages from a staff member. Children's stages of development are carefully considered in planning the daily programme. The rooms are attractive and buzzing with activity. Children have a great sense of belonging and share a warm and caring relationship with each other and staff. Children are eager and prepared to have a go at new activities.

The outside is more of a place for physical activity, although the facilities are fantastic. Children have a forest area to explore, plenty of space to dig and grow their own vegetables and flowers and become skilled observers of nature. There are, however, no labels here to help them transfer their learning from the inside. Important steps in literacy are made as children love books, learning letters, sounds and mark making. They make their own labels for the kitchen area and refer to them when they are having their snack or lunch. They are supported in understanding each other's culture through celebrations, such as Chinese New Year. Children are helped to understand the society in which they live. Everyone behaves extremely well and staff use conflict resolution to sort out differences. Boys have good role models in the after-school club and respond positively to the staff.

Children demonstrate a willingness to keep themselves safe as they give staff broken pieces of a toy. They reported when they last had a fire drill and what they had to do and why. Children show an excellent understanding of a healthy life style as they have learnt the importance of good personal hygiene routines and make healthy choices at snack times. Drinking water is freely available and children help themselves sensibly. The contents of children's lunch boxes are healthy because the club has informed parents and carers what healthy lunch boxes contain. They love being active and know that this is good for them. Children here have positive experiences which will enable them to grow up to be warm and enthusiastic young people.

## 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	1
The effectiveness of the setting's engagement with parents and carers	1

### 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	1
The extent to which children make a positive contribution	1
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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