

# Little Folks Out of School Club

Inspection report for early years provision

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**Unique reference number** EY438697  
**Inspection date** 15/05/2012  
**Inspector** Jennifer Turner

**Setting address** Featherstone Junior & Infant School, Glenville Drive,  
BIRMINGHAM, B23 6PR

**Telephone number** 01213273815

**Email**

**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**

Little Folks Out of School Club is privately owned and was registered in 2011. It operates from a large hall and a smaller computer suite in the Featherstone Junior School in Erdington, Birmingham. The club serves children at the school. There is a fully enclosed area available for outdoor play.

The club opens from Monday to Friday during school term time. Sessions are from 8am until 9am and from 3.30pm until 6pm. A maximum of 40 children may attend the club at any one time. There are currently nine children attending who are in the early years age range. The club also offers care to children aged over five years to eight years. The club is on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The club employs six members of childcare staff. Of these, five are qualified to level three and two hold an Early Years Professional Status qualification.

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

Overall the quality of the provision is good.

Children thoroughly enjoy themselves at the club. They are confident and share good relationships with the staff and their peers. Inclusion is effectively promoted as each child is fully included in the life of the club. Staff know children well and ensure they have opportunities to take part in fun activities of their own choice. Children's safety is well met, as risk assessments are carried out. The setting demonstrates some commitment to improvement, consulting with children, parents and staff. They are presently developing their systems of observations and assessments.

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

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

- develop observations further to consistently make links to the 'Development matters' prompts to plan the next steps in a child's developmental progress
- develop evaluation systems to ensure that the quality of children's learning, development and care continues to improve.

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

Policies and procedures for safeguarding children are good. The staff understand their duties with regards to protecting children and their individual responsibility to report any concerns. There are rigorous vetting procedures in place for all staff. The manager and staff regularly update safeguarding training to promote their understanding. Effective procedures are in place to protect children when they

move between the school and club, as staff know who is attending each day when they collect the children from their class rooms. Staff carefully assess potential risks through daily risk assessments and clearly record any accidents to help eliminate any hazards. All staff hold appropriate first aid certificates, which enables them to provide children with good quality care in the event of any accidents.

The premises are secure, and staff check the identity of any parents and visitors, to ensure children's welfare is safeguarded. Staff demonstrate good awareness of the club's policies and procedures, such as, recording children's allergy or medical details clearly and making them available to anyone caring for the children. Staff carefully set up the hall ready for children before arrival with a good range of activities. Staff clearly label resources and ensure they are easily accessible, which encourages children to follow their own interests and develop their independence. Staff use their time well to supervise and support children effectively and they get involved in children's play, such as, card matching games.

Staff actively promote equality and diversity. They work closely with children, their parents and the host school, to meet their individual needs fully. For example, they make contact with the children's teacher to exchange useful information, such as, children's interests and their progress and development. Informative daily discussions, together with a good range of written information about the club, keep parents up-to-date about their children and events. Staff actively encourage parents to provide information about children's individual needs when they first start and to contribute their views about the children's learning by contributing to the learning journals. These processes contribute successfully to children's well-being, promote an inclusive environment and help children to make good progress whatever their background or needs.

Parents and the headteacher hold the setting in high regard, this is evidenced by their positive comments with the inspector. Systems are mostly effective in driving ambition within the staff team and take account of most of the views of staff, parents and children during the developing self-evaluation process. They are currently going through the local authority assessment scheme to develop the quality within the club. Children state that they like coming to the club because it is fun and they like the games and activities on offer. Staff are currently developing their processes for observing and assessing children's development, although, clear links are not always made to the 'Development matters' Guidance. Staff follow the playwork curriculum and this is used as part of the termly audit to assess and grade the impact of activities on children. They assess the levels of children's play, for example, access to outdoor play, children getting opportunities to play in isolation, children's interaction within groups and the impact on individual children. This information is then used to guide planning and individual children's play.

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

The staff team display a good understanding of the Early Years Foundation Stage, as well as playwork. Staff follow children's interests when planning activities and encourage child-initiated learning by providing a wide variety of easily accessible

resources. Staff are beginning to develop individual learning journals to keep records of children's progress using photographs and observations to monitor their development. Parents are able to add to this process successfully by completing the journals. Children take home a toy bear and a diary to record their activities and events while on holidays or at the weekend. As a result, staff know children well and respond effectively to their individual needs. Children enjoy their time at the club and confidently choose from a range of interesting activities. They have good access to resources to support their understanding of technology and the world around them. For example, there is a wide selection of board games to provide challenge for children of different abilities and an easily accessible games console. They have weekly sessions with computers in the school's computer suite and are able to complete homework or research.

Children have good access to the outdoor play area where they are encouraged to exercise and develop their physical skills using a range of equipment. Interesting, focused activities, such as, weekly cooking sessions, help children to secure some positive skills for their future learning. Children show that they are settled in the club and feel safe. They display good levels of confidence and self-esteem. For example, they are familiar with daily routines, hanging up their bags and coats as they arrive and washing their hands independently before snack time. They show a positive approach to play and learning, settling at activities with ease. They make friends with other children and benefit from the differing age ranges of children that attend. Children enjoy exploring materials such as card, tins, cones, textured materials, coloured stones and marbles as they explore a range of interesting objects in the treasure baskets. Children use their imagination as they role play, dressing up in costumes and playing with small world play figures. Younger children enjoy play with the dolls and dolls play house with small world play figures. They dress the dolls and pretend they are going shopping.

All children behave well and know what staff expect of them. The introduction of a new behaviour board is having a significant impact on the children's behaviour. They are rewarded with a star of the week for good behaviour. A good range of resources reflecting diversity in society, such as, books, toys and events, such as, celebrating festival, help children to develop a positive approach to people who are different from themselves. Children clearly understand the importance of hand washing. Staff provide good support to children in developing healthy lifestyles through cooking activities and discussing healthy meal and snack choices. Children created displays of good and bad foods using paper plates. Children sit well and chat amongst themselves during snack time, which contributes to a positive social occasion. Staff encourage them to pour their own drinks and spread their own choice of toppings on their toast, which enhances their independence skills successfully. Children also show a good understanding of safety procedures, such as, walking to and from the club in a sensible manner and activities around 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

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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

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