

# 115 Club Moordown

Inspection report for early years provision

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**Unique reference number** EY439937  
**Inspection date** 08/06/2012  
**Inspector** Lorraine Sparey

**Setting address** Moordown St. Johns C of E Primary School, Vicarage Road,  
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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.

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## Description of the setting

The 115 Club is one of a group of before and after school clubs. It is privately owned and managed. The club originally opened in 2002 and re-registered in 2011 when it changed from a committee run to a company run provider. The club operates from a studio classroom with an attached kitchen within Moordown St Johns C of E Primary School in the Moordown area of Bournemouth, Dorset. There are links with the host school. Doors from the studio classroom open out onto an enclosed play area and the club is able to use the school hall, the playground and field. Children have easy access to the school toilets. The club is on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. There are currently 32 children on roll and eight children are in the early years age group. A maximum of 48 children may attend the Club at any one time. The club is open five days a week during term time. The breakfast club is open from 7.40am until 8.40am. The after school club is open from 3.25pm until 5.45pm. The holiday club is open during all school holidays from 8am until 5.45pm. The setting employs two members of staff, both staff hold early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children participate in a wide range of activities and play opportunities linked to a variety of themes. Staff know children's individual personalities and abilities well. They generally work in partnership well with parents and other early years providers to meet children's needs. Consequently children are making good progress in their learning and development. There is a generally good range of equipment available in both the holiday and after school club. Staff are proactive in providing positive outcomes for children and as a result are well-placed to make continuous improvement.

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

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

- provides resources for children to develop respect for their own culture and beliefs and those of other people
- develop a consistent approach to improving the systems to work together with other practitioners to support transition and consistency between the settings with particular regard to the holiday club.

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

Management and staff demonstrate good knowledge and understanding of how to effectively safeguard children. All staff receive training and are required to read the policies and procedures. This helps them to understand their role and responsibilities. Parents receive information on the policies so they are clear how the setting operates. Thorough risk assessments are carried out and these enable staff to provide a safe and secure environment where children can move safely between the various areas. Clear recruitment and vetting procedures and thorough induction systems enable management to ensure that staff are suitable for their role. Ongoing appraisals and training opportunities mean staff are able to keep up-to-date.

There is a good range of resources and activities available both in the out-of-school and holiday club. These are generally accessible and children can request additional equipment if it is not out. However, at times during the holiday club the room is not always set up prior to children arriving. Staff provide some activities to promote children's understanding of respecting and valuing others. However, there are few resources that support children in learning to develop respect for their own cultures and beliefs, and those of other people. Staff provide good levels of support and are keen to engage with children to support their learning and enjoyment.

There are good systems to monitor and evaluate the provision. Parents and children are encouraged to be involved through completing questionnaires and their suggestions are valued. For example, the planning is completed centrally for all the clubs and a parent raised with staff that their child was not always involved in this process. As a result staff adapt plans to suit their individual clubs requirements. The manager recognises that the children they have attending at the moment are not always interested in cooking. All the club managers meet together and share good practice. Training opportunities are offered through in-house training and at times externally.

Staff work hard to create good relationships with parents. They are offered a wide variety of methods to communicate such as e-mail, text and informal discussions. Staff liaise informally with parents about their children's time in the setting. Parents are encouraged to share information about what their children can do at home. This information is used to inform the planning. The out-of-school club has effective relationships with the school. The head teacher and the manager of the club are proactive in establishing good relationships. Information is shared with the teachers and staff from the club to ensure a shared approach to children's learning. However, this is not the case in the holiday club partly because children come from a wide range of schools.

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

Children are enthusiastic as they come into the club. Staff warmly welcome them and there is a discussion about what activities are available that day. Children choose between adult-led and child-initiated play. For example, playing board games and creating pictures, and some children choose to take part in origami. Staff provide good levels of support, encouraging children to develop their own ideas. Minor disputes are quickly resolved. For example, children and staff play a familiar board game. Some of the older children feel the younger children are not playing correctly. A member of staff explains that there are different ways to play the game and the game recommences. Children thoroughly enjoy playing on the school's adventure playground. A child pretends they are the teacher and invites the children and adults to follow her. They confidently climb the climbing wall explaining to the others how to do it successfully. Staff actively play along pretending they are not confident in how to do it. The game develops as the child finds other activities for everyone to be involved in. Children celebrate the Queen's Jubilee with a large party and activities. They are keen to use the large model of the Queen's carriage acting out different roles such as the Queen and her husband, Prince Philip. The other children and adults join in pretending to be the crowds waving and cheering. Children can participate in a wide range of activities linked to the theme of the Jubilee. They make models of Buckingham Palace and puppets with wooden spoons. Children's physical skills are developing well. Children enjoy playing with hoops, counting the numbers of times it circles their bodies and staff join in. Consequently children are developing good skills for their future learning.

Staff plan and provide a range of activities covering general themes. Staff adapt these to suit the children attending that day. Observations and assessments enable staff to recognise where children are in their development and how they can help them progress. In addition they use information from school teachers to support individual children's learning. Parents have opportunities to share what the children do at home. This information can be used to inform the planning as well.

Children learn about healthy lifestyles through discussion at snack time. Meal times are very social occasions where staff and children sit together and talk about healthy options. This time is also used to talk about activities children have been doing during the day that they have particularly enjoyed. Children have opportunities to learn about safety. They regularly practice the evacuation procedures so they are familiar with what to do in an emergency. Children's behaviour is good. They follow clear simple rules such as being kind to their friends, listening to the staff and sharing the toys and equipment. Children learn about the wider world through a range of activities and topics such as 'Greek Week' and 'North American Indian Week'.

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

### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <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