

# Selly Oak Out Of School Club

Inspection report for early years provision

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**Unique reference number**

EY441433

**Inspection date**

03/05/2012

**Inspector**

Lisa Parkes

**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).

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**

Selly Oak Out of School Club was registered in 2011. It operates from a classroom and side room in St Edwards Catholic Primary school, Selly Park, Birmingham. The club serves the local area and has strong links with the school. There is an enclosed area available for outdoor play.

The club opens Monday to Friday during school term times. Sessions are from 3.15pm until 6pm. Children are able to attend for a variety of sessions.

A maximum of 32 children may attend the club at any one time. The club also offers care to children aged over five years to 11 years. There are currently 32 children on roll. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

Four practitioners are employed to work with the children, all of whom hold appropriate early years qualifications. The club receives support from the local authority.

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

Overall the quality of the provision is good.

Children thoroughly enjoy their time at the provision and make good progress in their learning and development. Effective arrangements exist to ensure children's safety and health, and reasonable rules fit with children's rhythms and give a pattern to daily life. Practice is fully inclusive. The setting works in conjunction with parents and the school to promote consistency of care, and partnerships in the wider context are improving. The manager demonstrates a very positive approach towards continuous improvement.

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

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

- provide further opportunities for children to construct with large materials
- open up opportunities to share best practice with other practitioners through local, regional and national networking.

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

Children are effectively safeguarded as practitioners know and fully understand child protection issues and procedures. There is a named practitioner responsible for safeguarding children issues, and all other practitioners have undertaken relevant training. Robust employment procedures are in place and staff ratios are met at all times. All policies and procedures required for the safe and efficient

management of the provision are maintained. Practitioners conduct thorough risk assessments and regular safety checks, and all members of staff are responsible for managing and eliminating risks. Children play and learn in a safe, secure and supportive environment and benefit from high levels of supervision and individual attention. Children are taught to be safety conscious and show a strong awareness of how to keep themselves safe.

Self-evaluation is effective and practitioners demonstrate a strong commitment to reviewing and adjusting plans in light of changing circumstances. Outcomes for children are good, and practitioners hold high aspirations for the quality of the service provided. The manager promotes a whole team approach and practitioners are enthusiastic and friendly. Training needs are prioritised to ensure that improvement is progressive. Children benefit as practitioners work as a happy, close team, and morale is good. Practitioners are well-deployed and they make creative use of space within the provision. Resources are managed and used effectively and are easily accessible to children. Management systems run smoothly, and all appropriate steps are taken to ensure that resources and the environment are sustainable. Practitioners involve children in all aspects of the daily routine and, as a result, children display a delightful sense of belonging. Children, parents and visitors to the provision receive a very warm welcome.

Practitioners build respectful and caring relationships with all children and their families while focussing on learning and development. To enhance their experiences, children learn about differences in society, and find out about a range of celebrations. Activities, such as Turkish belly dancing and Chinese food tasting sessions, spark children's interest in the wider world. Practice is inclusive and children's individual learning needs are consistently met. Children benefit from continuity of care as the setting routinely works in partnership with parents. Parents are effusive in their praise for the setting and comments, such as 'It's absolutely wonderful', 'The environment is perfect' and 'Staff are so friendly and approachable' epitomise their views. Half-termly Board meetings provide valuable opportunities for the Management Team, the Leadership Team and the school to liaise and promote outcomes for children. Owing to the short time that the setting has been registered, links with other providers are currently in their infancy. The manager is keen to network and share good practice with other settings to help drive improvement.

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

Practitioners demonstrate strong knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. Practitioners are very well deployed to support children's learning and welfare, and schedules and routines flow with the children's needs. Practitioners are skilled at interacting with children and enhancing their experiences, for example by providing magnifying glasses when children become fascinated with nature and mini-beasts in the wooded area. Effective planning and organisation ensure that every child is challenged by the learning experiences provided. Children benefit

from a good balance of adult-led and child-initiated activities and the routine is very flexible to enable them to pursue their own interests. Children make good progress in their learning and development. Assessment files are used to track children's personal and continuous journeys and help practitioners to extend children's talents.

Children demonstrate a good understanding of healthy lifestyles and follow efficient personal hygiene routines. An effective balance of activities ensures that children have opportunities to be active and to relax or rest. Children display a positive attitude towards eating healthily and they relish the food provided. Healthy, nutritious and varied snacks are available, including freshly prepared salad, vegetable batons and filled rolls. Children are active and benefit from ample fresh air and exercise. Dodge-ball is extremely popular, and children learn rules, work as a team and celebrate triumphs as they race around and test their skills. In addition, children take pleasure using the large-scale climbing apparatus, and the 'outdoor classroom' provides additional sheltered play space. Children learn about living things and the world around them as they observe the lifecycle of a caterpillar. They gain a good sense of well-being which contributes positively towards their health.

Children develop a strong sense of how to stay safe within the setting. They are introduced to safety issues, such as how to use apparatus sensibly and use scissors and knives safely. In addition, children have valuable input into 'Club Rules' and they are fully aware of road safety and stranger danger. An emergency evacuation procedure is in place and this is routinely rehearsed with the children. Practitioners offer children careful explanations and routinely explain boundaries, rules and limits. Children are supported to make choices and subsequently feel some control over their day. They behave very well and gain a lovely sense of responsibility as they tidy away resources, distribute cups to their friends, and lend assistance to younger children. Close relationships are observed and children receive warm, responsive care within a safe, supportive environment. Attendance is very enjoyable and children thrive.

Children enjoy their learning and engage in a variety of motivating learning experiences. Art and craft is popular, and children have easy access to a range of materials, including wool, tissue paper, foam shapes, pipe-cleaners, glue, pens and coloured pencils. Children work together to design a vibrant picture on a giant piece of paper laid out on the floor, and they negotiate as they create small structures out of wooden blocks. Due to space restrictions, children currently have limited opportunities to build large-scale models. The manager intends to address this to enhance children's creativeness and further extend their physical development. Children are imaginative and adore role play. They assume adult roles, recreate personal experiences and play cooperatively as they operate a 'hair salon' and a 'medical centre'. All children enjoy good opportunities to enjoy their learning and achieve well, feel safe, learn to lead healthy lifestyles, make a positive contribution and develop their skills for the future.

## 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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