

Coppice Care Club

Inspection report for early years provision

Unique reference number

EY444246

Inspection date

14/08/2012

Inspector

Jacqueline Nation

Setting address

The Coppice Primary School, 50 Shawhurst Lane,
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Coppice Care Club registered under new ownership in 2012. It operates from a mobile classroom located on the site of Coppice Primary School, Hollywood, near Birmingham. The provision is available to children attending the school and nursery. Children have access to the school playground and playing fields for outdoor play.

The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children from three to eight years may attend the setting at any one time. Currently there are 78 children on roll, of whom 25 are in the early years age range. The admission policy allows children up to the age of 11 years to attend. The provision is open five days a week for 51 weeks of the year. Opening times are from 7.30am until 6pm. The setting provides before and after school care, pre-school sessions, and wrap around care and holiday club. Children attend a variety of sessions.

The setting employs six members of staff, all of whom hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are lively and confident and enjoy attending this welcoming setting, where outcomes for children in the Early Years Foundation Stage are good. Staff know the children well and are committed to ensuring all children are welcomed and valued. Effective resources, partnerships and relationships help to support children's welfare and learning. Safeguarding is well considered, although some procedures and documentation lack the finer detail. The setting's vision for the future is effectively focused, and the provider demonstrates a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the daily record of children's attendance is maintained accurately. (Documentation) (also applies to both parts of the Childcare Register) 28/08/2012

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

- review the risk assessment, with specific reference to the outdoor area and the impact of work being completed on the school site

- review the timing and frequency of emergency evacuation drills to ensure all children are aware of the procedures to follow in the event of a fire.

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding children are good as staff understand their responsibilities and are fully aware of the procedure to follow should they have a concern. Robust vetting procedures ensure suitable staff are recruited and induction procedures support their developing knowledge of the setting's policies and procedures. Systems are in place to ensure the ongoing suitability of staff. There are fully documented fire procedures displayed and the necessary smoke detection and fire control equipment are in place. While regular emergency evacuation procedures are practised during term times, these have not been extended to the holiday club provision in order to ensure all children are familiar with the procedures. Risk assessments are completed for the playrooms and outdoor area. However, risk assessment documentation is not fully extended to reflect changes on the school site to fully support children's safety, such as when maintenance and building work is being carried out. Most required documentation is in place for the safe and efficient management of the provision. However, the children's attendance register is not always maintained accurately. This is a breach of a specific legal requirement and has the potential to impact on children's safety.

The provision is welcoming and well organised. Playrooms are attractively presented to help children feel comfortable and develop a sense of belonging. Children are cared for by a caring staff team who make sure all children are involved in a wide range of activities. Staff have a warm rapport with the children and involve themselves in their play. Good quality resources are easily accessible and there is an effective balance of child-initiated and adult-led activities. Children have good opportunities to use the outdoor play area, which they enjoy. Inclusion is well considered through thoughtful settling-in procedures and staff have a good knowledge of children's individual needs. Staff help children to develop their understanding of a wider society as they take part in activities about different festivals and celebrations.

Partnerships with parents are good which contribute to children's individual needs being met well. Parents are provided with good quality information about the provision, including a range of policies and procedures. They are welcomed into the setting, and there are opportunities each day for informal discussions about their child's well-being and achievements. The setting recognises the importance of working in partnerships with other providers and agencies to ensure children get the support they need, and have continuity of care and learning. For example, there are good links with the school. Parents and children expressed positive comments about the provision. Children talked enthusiastically about the activities they enjoy.

The setting is focused on continuous improvement through reflective practice, reviewing procedures and implementing changes to further promote outcomes for children and support partnership working. Staff are supported and encouraged to

attend training in order to enhance their skills and knowledge and keep themselves up to date with changes.

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

Children make good progress in their learning and development because they experience a well-planned balance of activities within a busy environment. Staff place a strong emphasis on learning through play, having fun and building positive relationships. Planning and assessment procedures have been devised and include children's starting points in their learning, observations and next steps information. Children's progress is recorded and monitored using individual development records, which are shared with parents. The key worker system works well to ensure children's individual learning and development needs are planned for.

Children's personal, social and emotional development is fostered well. All children develop close relationships which are warm and caring and lead to the growth of their self-assurance, sense of belonging and emotional health and well-being. Children are encouraged to express their ideas and are provided with experiences which help them develop a positive sense of themselves and others. Children are confident within their environment and enjoy the routine. They show good levels of enthusiasm and involvement in their chosen activities both indoors and outside. Children persevere with activities, for example, when they are using balancing equipment outdoors or working out how to play a board game. Literacy skills are encouraged with good access to resources for mark making, and opportunities for writing, drawing and painting. There is a relaxing book corner where children can listen to stories or quietly look at a book of their choice.

Problem solving and numeracy skills are integrated through varied activities, such as playing dominoes, completing puzzles, recognising numbers, colours and shapes and building with a range of construction. Children's design and creative skills are supported well. They enjoy art and craft activities, making pictures using a range of media and junk modelling. Children benefit from play experiences which capture their interests and imagination. They like to make up their own games especially while playing in the role play area and dressing up. Children also benefit from visitors to the setting who share their skills and knowledge. For example, a football coach helps them develop physical skills and confidence, and the 'zoo lab' session enable children to observe the features of different animals and learn about their different habitats. When using resources, such as interactive toys, a smart board and computers, children become aware of the use of information and communication technology.

Children's good health is promoted through effective health and hygiene routines. They are well nourished and a range of nutritious snacks are provided, such as bread sticks, fresh fruit and raisins. Drinking water is easily accessible to ensure children remain hydrated. Children learn to keep themselves safe through developing an awareness of dangers through gentle reminders from the staff about how they move around the setting and use equipment. Children's behaviour is good and they receive praise and encouragement from staff. Any issues are

quickly discussed and resolved based on each child's level of understanding and maturity. Children show care and kindness to each other, with older children offering support to younger children and involving them in their play. Overall, children make good progress in developing the personal qualities that enable them to take responsibility for small tasks 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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) (also applies to the voluntary part of the Childcare Register). 28/08/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 28/08/2012