

Marty's Club

English Martyrs Church Hall, High Street, Hillmorton, Rugby, CV21 4EE

Inspection date	26/10/2012
Previous inspection date	09/11/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are fully aware of the expectations of the club and are happy, settled and eager to attend.
- Children enjoy a variety of healthy snacks and enjoy sitting at the table and talking with their friends at the end of the school day.
- Children use a range of age-appropriate toys and resources which staff rotate on a regular basis to ensure children have fun.
- Children are encouraged to make independent choices about their play, which enables them to follow their own interests.

It is not yet good because

- Resources and activities that help to support children in developing positive attitudes about the diverse backgrounds and abilities of others are limited.
- The outdoor environment is not used to its full potential to ensure children fully understand the importance of physical activity.
- The club's self-evaluation and monitoring system is not robust as it does not effectively incorporate the views of children and parents or highlight all areas for improvement.
- The daily registers do not include children's full names and accurate times of attendance.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main church hall.
- The inspector held discussions with the manager and one of the directors of the club.
- The inspector spoke to children, parents and staff during the inspection.
- The inspector looked at a selection of policies and procedures, as well as staff and children's records.

Inspector

Karen Cooper

Full Report

Information about the setting

Marty's Club opened in 2002 and is privately owned. It operates from the English Martyrs Church Hall, Hillorton, Rugby. The club serves the local and surrounding areas and is accessible to all children. There is a fully enclosed area available for outdoor play. The club is open during term time only, from 3.30pm to 6pm Monday to Thursday, and from 3.30pm to 5.15pm on a Friday. Children attend for a variety of sessions.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 29 children on roll, of whom seven are within the early years age group. The club supports children who speak English as an additional language and children with special educational needs and/or disabilities.

A total of four staff are employed to work with the children. Of these, two hold an appropriate early years qualification at level 3 and one member of staff holds a level 2.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the daily record of children being cared for includes their full name and actual hours of attendance (also applies to both parts of the Childcare Register).

To further improve the quality of the early years provision the provider should:

- extend the range of resources and experiences offered to help children become aware of, explore and question differences in gender, ethnicity, language, religion, culture, special educational needs and disability issues
- increase opportunities to use the outdoor play environment to fully support children's all-round development
- improve monitoring and evaluation systems by incorporating the views of children and parents.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children happily enter the setting and are eager to attend. They have access to an appropriate range of toys and resources. Staff are mindful that children have been at school all day and plan a variety of play opportunities to help promote children's progress across all areas of learning. This ensures children remain interested and have fun. The freedom to choose their own play enables children either to follow their own interests or engage in an adult-led activity. Samples of children's artwork are attractively displayed within the setting. This helps to provide them with a sense of belonging and to give parents information about the activities that their children have been involved in.

Children confidently talk with staff and each other. Staff listen to them chatting about their

school day and ask them questions to make them think and extend their language skills. For example, older children talk about irregular verbs and staff provide a dictionary to look up its full meaning. Younger children are encouraged to label their own work and practise making marks in a variety of ways, such as chalking and painting with water. Appropriate use of mathematical language, such as in front, backwards, up, down, high and low, is used as children play with a large snake and ladder floor game. Lots of excitement and fun is had by all of the children and they are keen to include staff in their enjoyment. Children are able to use their imagination in variety of situations and particularly enjoy mixing different coloured paints to create pictures of Autumn scenes. They have use of a large pool table and football table which help to develop their physical skills. However, staff give less consideration to the planning of outdoor activities to aid children's enjoyment and enhance their learning and development.

Children join in some activities which acknowledge cultural differences. However, opportunities for them to learn about similarities and differences in others are not fully embedded in practice due to the limited range of resources available to promote positive images of diversity. Parents are aware of their child's key worker and through informal discussions, and the use of photographs and newsletters, they are informed about their children's well-being, development and the activities provided.

The contribution of the early years provision to the well-being of children

Younger children are appropriately organised into small groups with their key workers. This promotes consistency of care and enables staff to get to know individual children. Staff teach children right from wrong, using explanation and kindness to turn negative situations into positive learning experiences. Children are polite and encouraged to share, take turns, make friends and behave in an acceptable manner. They display an awareness of responsibility within the setting. For example, most children are keen to help staff tidy away the toys before choosing others, and older children are very caring towards their younger peers.

Children's health is suitably supported. They enjoy warm slices of buttered toast on arrival to the setting and are able to make choices from a variety of fresh fruit. Fresh drinks are readily available, which children are able to independently access. They have some access to outside to support their developing understanding of how being active contributes to a healthy lifestyle, although this is not frequent enough to fully support children's all-round development. Children are familiar with the daily routine and know to wash their hands before eating and after messy play. Meal times are relaxed, social occasions when children sit together around the table to enjoy their food and each other's company. Staff are fully aware of any children who have allergies to specific foods and ensure their requirements are met.

Children learn about staying safe through daily routines and discussions. Staff reinforce rules which are displayed within the setting to ensure children develop an appropriate awareness of safe behaviour. As a consequence, children show a suitable awareness of personal safety. For example, they understand that they must wear a high-visibility jacket during the winter months when walking from school to the setting, so that they can be

seen by motorists. Their understanding of safety is further promoted as they learn about fire safety. They know the procedure for evacuation in an emergency and the manager regularly practises this with them.

The setting has sole use of the church hall during operating hours and the manager organises the space available to provide a welcoming environment for children. Risks to children are effectively identified and minimised through a combination of daily checks and written risk assessments. Toys and resources are rotated on a regular basis, which helps to foster children's choice and play an active role in their learning. Links with the host school and other nearby schools ensure that children are provided with the appropriate support for the transition between settings. Staff share information verbally with both the school and parents to ensure that there is continuity of care and learning and that children's needs are met.

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

Management have an appropriate understanding of the welfare and learning requirements. They have completed the Ofsted self-evaluation form and are generally aware of the club's strengths and weaknesses and have some ideas on how to drive the setting forward. However, the systems for self-evaluation do not use the views of parents or children to help in monitoring practice and identify future improvements.

Management have a thorough understanding of their role and responsibility to protect children in their care. All staff have a secure knowledge and understanding of safeguarding issues and the procedures to follow, and robust systems are in place to monitor and audit staff's knowledge. The premises are safe and secure and there are effective arrangements for admitting visitors and for handing children over to their parents or carers at collection times. However, daily attendance records do not include children's full name and accurate times of arrival. As a consequence, the club has not complied with the requirements of both the Early Years Foundation Stage and both parts of the Childcare Register.

Positive relationships have been established with parents and it is evident from discussions that they appreciate and value the care and service provided. For example, one parent stated that she will be deeply saddened when her child has to leave because he really enjoys attending the setting. Information is shared with parents through ongoing dialogue, newsletters, policies and procedures. Documentation is stored appropriately to ensure confidentiality is maintained.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

Not Met

(with actions)

To meet the requirements of the Childcare Register the provider must:

- take action as specified in the early years section of the report (Documentation) (also applies to the voluntary part of the Childcare Register)
- take action as specified under the compulsory part of the Childcare Register (Documentation)

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act

2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY246630
Local authority	Warwickshire
Inspection number	819702
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	4 - 17
Total number of places	30
Number of children on roll	29
Name of provider	Marty's Club Ltd
Date of previous inspection	09/11/2010
Telephone number	01788 567948

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are

usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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