

Larks and Owls Club

High Meadow Infant School, Norton Road, Coleshill, BIRMINGHAM, B46 1ES

Inspection date	08/11/2012
Previous inspection date	13/07/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The premises are spacious, are used creatively to provide homely spaces and enable children to enjoy a variety of activities that engage their interest. Craft activities are used well to promote children's creativity.
- Children are happy, motivated and eager to learn and try new activities. They show good levels of curiosity and imagination and demonstrate positive behaviour and self-confidence.
- Staff implement a broad range of activities across all areas of learning that support children's development. Children form strong relationships within a welcoming environment.

It is not yet outstanding because

- The system for self-evaluation used by the club is not fully effective in including the opinions of children staff and parents.
- Exchanges of information between practitioners regarding individual children's progress are not fully embedded.

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 indoors that involved different groups of children.
- The indoor and outdoor areas were looked at during the inspection.
- The inspector held meetings with the manager of the provision.
The inspector looked at children's records, planning documentation, evidence of suitability of practitioners working in the provision, and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Susan Rogers

Full Report

Information about the setting

Larks and Owls Club has been registered since 2010 and is situated on the premises of High Meadow Infant School in Coleshill, Birmingham. Children have access to the school hall, kitchen and dining area and associated facilities. There is a fully enclosed outdoor play area. The club opens Monday to Friday during school term times from 7.45am until 8.50am and from 3pm until 5.45pm. It is also open during school holidays from 7.45am

until 5.45pm. Children also attend the host school, pre-school and local primary school.

There are currently 48 children on roll, of whom 25 are within the early years age group. This club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It employs three permanent members of childcare staff and two temporary members of staff, all of whom have appropriate early years qualifications.

What the setting needs to do to improve further

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

- develop further the methods for self-evaluation to include the view of parents, carers and children
- improve the system for working with settings in which children spend more time to enable more accuracy when planning activities to meet children's individual needs.

Inspection judgements

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

Staff have good understanding of the learning and development requirements within the Early Years Foundation Stage. They have a secure knowledge of aspects of individual children's development and skilfully identify activities that enhance their learning. Observations are documented and support younger children's progress. Parents are encouraged to contribute towards their child's assessments through discussions with staff and documenting significant moments of their child's learning. These are included in children's learning journals and help to draw together planning so that children access play activities they prefer. There is scope, however, for further discussion regarding the progress of the younger children with other practitioners in settings where children spend most of their time.

Information about children's likes, dislikes and starting points is obtained from parents and information about the day's events is shared with them at the end of the session. Parents are able to share in their child activities as they arrive to collect their child. This enables them to be fully involved so they are able help to support children's learning at home. Children enjoy their experiences at the club and readily discuss aspects of their lives and interests with the staff and their friends. Craft activities provide children with opportunities to sit together and discuss their day at school or share their creative ideas with each other. Staff are wholeheartedly interested in the children they care for. They know their

individual characters and play preferences and make sure these activities are available. They support children's learning throughout their play. For example, they offer suggestions to extend learning, use skilful questions to make children think or provide them with space and time to steer their own learning.

Team working is much encouraged. Children work together to make friendship bracelets, selecting from a range of brightly coloured letter beads spelling out their names and enjoying praise and the shared enthusiasm of their friends. Staff are very supportive and ensure that children enjoy their activities. They work with the children and join in their conversation and share their interests. They share many activities; for example, children put together flying insect kits which they decorate themselves and practice flying these.

The space is used creatively to provide children with space to explore and cosy areas where they can use computer games or read books together. Sharing information with parents regarding their child's play preferences is successful and ensures children are provided with play experiences that they enjoy. For example, some of the younger children thoroughly enjoy exploring the home corner, putting dolls into prams and creating imagined scenarios. This encourages them to confidently develop their language skills as they describe what they are doing and include others in their play. Children learn about the natural world as they use the outdoor spaces and observe hatching chicks and birds at a feeding table through a webcam connection. During the holidays children have more time to explore the school grounds and the outdoor area, playing sports and observing insects and plant life. Indoors, the most is made of the available space with children enjoying games using bats, balls and hoops and practising their acrobatic movements.

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

Staff communicate well with parents, which enables them to support children's individual needs. Children's starting points are informed by the information their key person gains from parents about children's likes, dislikes and achievements. This enables practitioners to provide a well-resourced and stimulating provision with homely and child-friendly spaces providing a welcoming environment. Children enjoy a strong sense of belonging as they form friendships with other children and are cared for by dedicated staff. Children's confidence is promoted as there are effective settling-in systems for children who are new to the club.

Children develop a good awareness of their own safety and are reminded by staff how to play safely. Children enjoy nutritious snacks at tea time and a well-balanced breakfast at the morning session. They sit with their friends and discuss their day at school and recent events in their lives. They take responsibility in the club by taking care of their toys and resources and are kind and considerate to one another. Children appear very much at home in their surroundings and are showing a good awareness of their own safety. Their understanding of the importance of leading a healthy lifestyle is promoted through regular access to the outdoors, fresh air and eating a healthy diet.

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

Staff deliver all aspects of the Early Years Foundation Stage successfully. The school collection service is well managed as younger children are escorted from their classrooms to the club. Older children are collected by a member of staff from a designated school bus from a local primary school. Risk assessments are effective and ensure all areas of the premises are safe and secure. The manager and deputy managers have attended safeguarding training and ensure all staff are aware of the club's policies and procedures. They know how to respond promptly if they have concerns regarding a child's care. There are clear recruitment, induction and vetting procedures in place to ensure that all staff are suitable to work with children. Staff are supported by the management and committee members as they work towards further childcare qualifications. Their professional progress is monitored through regular appraisals where their training needs are identified, and they are encouraged to attend regular training.

The key person system is established and through this staff share information effectively with parents. Teachers from the school bring the younger children to the club and discuss their progress with staff. There is, however, further scope for club staff to gather more information regarding each child's progress so plans for their progression have a clearer focus. Staff support children who have special educational needs and/or disabilities and children who speak English as an additional language. They recognise how important it is to communicate well with other professionals to ensure all children's needs are met. Daily feedback is shared with parents that includes information about their child's day at school. This promotes good relationships with parents, who give positive comments about the staff and the service they provide. The system for driving forward improvements is developing and is successful in establishing positive changes in the club. There is further scope, however, for closer consultation with children staff and parents to ensure changes are fully targeted to meet the children's needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY415006
Local authority	Warwickshire
Inspection number	875546
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	48
Name of provider	Larks and Owls Club
Date of previous inspection	13/07/2011

Telephone number

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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.

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