

# Clover Children's Club

Claverdon Primary School, Langley Road, Claverdon, WARWICK, CV35 8QA

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 12/11/2012 |
| Previous inspection date | 25/11/2009 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 3 |
| 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

- Children all have very good relationships with each other and the practitioners in this happy and welcoming setting. They cooperate very well together and children benefit from mixing with other age groups during their sessions.
- Children are safe whilst at the after school club as staff have a good knowledge of safeguarding procedures and implement the policies effectively. Children are taught to keep themselves safe and are aware of the safety procedures at the setting.
- There is very good teamwork between all staff as they support each other by sharing ideas and good practice. Information from training courses is cascaded to other staff so that everyone benefits from this. The manager provides well-organised support for staff to obtain and further their qualifications.
- Children take part in a wide range of exciting and challenging activities suitable for their ages. They make good progress and their learning in school is enhanced through the close links between the club and the school.

### It is not yet outstanding because

- Not all staff are completely familiar with the revised Statutory Framework for the Early Years Foundation Stage and the early learning goals for children. There is also more scope to extend the evaluation of activities to further enhance children's learning.

## 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 four rooms being used on the day.
- The inspector held meetings with the deputy manager of the provision and had a telephone conversation with the provider who is also the manager.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

## Inspector

Catherine Sharkey

## Full Report

### Information about the setting

Clover Children's Club opened in 2007 and was registered under the present ownership in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Claverdon Primary School in Warwickshire and has the use of the school hall, computer suite, the library, a classroom and activity area as well as toilet

and kitchen facilities. The school playground and playing fields are available for outdoor play. It is managed by the proprietor. The club is used by children attending the primary school and is accessible to all children. It operates from 8am to 8.55am and 3.15pm to 6pm each weekday during term time only.

The club employs eight members of staff, one of whom has Qualified Teacher Status. Other qualifications range from level 2 to degree level. There are currently seven children attending who are within the early years age group. The club supports children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

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

- ensure that all staff have a complete understanding of the Early Years Foundation Stage so that they are able to monitor children's progress effectively
- continue to develop effective evaluation of activities to further enhance the impact on children's learning.

### **Inspection judgements**

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

Staff work very well together to plan activities for the wide age ranges of children attending the setting. They utilise the particular interests and specialisms of staff to do this effectively. For example, one member of staff is good at leading creative activities while others have experience in information and communication technology, cookery, cross stitch or outdoor activities. Staff are enthusiastic in passing on their knowledge and skills to the children and each other which means they are all able to learn from each area of expertise. Children's interests are taken into account in planning and their opinions are valued in the evaluation of activities. Children are assessed when they start at the club so that staff are able to build on their learning and help them to make good progress, though not all staff have complete familiarity with the early learning goals, which impacts on their ability to monitor children's progress effectively. However, they know children well as several members of staff are teaching assistants in the school, so they are able to build their next steps into their learning during the activities. Parents are involved in their children's learning through sharing information on their progress and achievements and contributing to art displays and events by providing materials for children to take to the club. They speak to staff when they collect their children so they are well informed about

their activities and any concerns are shared so that the individual needs of all children and parents are met.

All children enjoy an extensive range of exciting and challenging activities. They work well together on the computers to play educational games. The older children help the younger ones so that they are able to extend their skills in using technology. Children are very creative and imaginative in putting on shows for each other, dressing up and creating all kinds of art work with a range of media and materials. They explore textures in cooking activities and learn how materials change. They learn to solve practical problems through building with small plastic bricks or using fabrics to create a sari or other costumes. Children find out a wealth of information about other countries and festivals through their exciting work on Chinese New Year, Diwali, Christmas or Easter. They use chopsticks to try Chinese food and learn to say 'Happy New Year' in Chinese. They learn to reflect on current and past events as they make a Remembrance Day display together and show respect and understanding and make links with people they know.

Children develop their physical skills well through the use of a wide range of outdoor equipment and climbing and balancing apparatus. They use the large playground and grassed area for ball games and many activities which develop their coordination well. They also practise their skills in using tools in art work and in manipulating the pieces in small construction sets.

Children are happy and enthusiastic in their learning and are able to make good progress based on their starting points. Their experiences enhance and complement their learning in school and they take part in interesting and stimulating activities which extend their thinking and allow them to develop their own interests, with the support of their peers and staff.

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

Children are happy and settled at the after school club as they know the staff and parents are able to stay to settle in the younger children if necessary. They are assigned a 'buddy,' another child who helps them to become familiar with the routines of the club and to get to know the other children, though they know some of them as they are all from the primary school. Children are taught to keep themselves safe and stay where staff can see them at all times. They are asked to let staff know if they are using the library area so that they can be checked on at regular intervals. They have the emergency evacuation procedure explained to them and know they must not leave the club on their own. Children have their own key person with whom they form a secure bond. This means they are able to make good progress at their own pace as their key person knows what they can do already and is able to build on this.

Children's good health is effectively promoted. For example, they have regular fresh air and exercise in the playground and when using the grassed area for games. They learn to make healthy food choices as they are provided with nutritious snacks and learn to make healthy food for themselves.

Children's behaviour is very good and they learn to become independent as they help younger children and take responsibility for different jobs, such as pouring drinks or setting the tables. Children tidy up willingly and are very polite. They often initiate their own activities and lead competitions in singing or dancing. Staff support children in being able to resolve their own disputes fairly and to learn from their experiences. Children are praised for their achievements and for trying new foods or activities which gives them confidence to want to explore their ideas further. Less confident children are encouraged to join in with activities and other children help them to feel included. The implementation of effective policies and practice and well-kept records ensure that children's health and well-being is given high priority.

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

The manager supports all staff very well in obtaining and furthering their childcare qualifications. There is very good teamwork and all staff share their ideas, knowledge and skills in order to provide worthwhile experiences for children. They regularly monitor and evaluate their provision through discussion at meetings and activities are adapted to meet the needs of all children. Although staff identify the need to evaluate activities more effectively in order to further enhance children's learning. The manager monitors staff performance as she works with them every day and any areas for improvement are discussed as they arise as well as during staff appraisals. Staff attend ongoing training and are able to follow their own interests in their professional development. Parents' and children's opinions on the provision are sought and areas for improvement are identified and acted upon.

Children are very well safeguarded as staff have recently attended safeguarding training and implement the policies effectively. The premises are secure and children are signed in and out at the beginning and end of each session. Staff also make head counts several times during each session and know where children are at all times. Detailed risk assessments mean that children are safe whilst using any part of the premises. Staff make further checks before and during each session. A rigorous recruitment procedure ensures that all staff are suitable to work with children.

There are good partnerships with parents and carers who make very positive comments about the club. Close links with the school and children's teachers means that information about children and their learning is shared so that their needs are fully met at the club. There are also links with other local early years providers with whom ideas, best practice and sometimes training is shared.

### **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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY394962                 |
| <b>Local authority</b>             | Warwickshire             |
| <b>Inspection number</b>           | 821891                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 17                   |
| <b>Total number of places</b>      | 45                       |
| <b>Number of children on roll</b>  | 48                       |
| <b>Name of provider</b>            | Julie Margaret Smith     |
| <b>Date of previous inspection</b> | 25/11/2009               |
| <b>Telephone number</b>            | 01926842403              |

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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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