

The Hooty Club

Hob Hill Ce/Methodist (VC) Primary School,, Armitage Lane, Brereton, Rugeley, Staffordshire, WS15 1ED

Inspection date

19/11/2012

Previous inspection date

05/03/2009

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 2

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 enjoy the varied range of activities and experiences on offer to them in the club.
- All staff members are good role models and use consistent and clear boundaries for children who understand and follow the rules of the club, which ensures all children enjoy a harmonious environment.
- Children enjoy and benefit from the provision of healthy home cooked meals and sociable mealtimes and good emphasis is given to ensuring children are kept safe and secure.

It is not yet good because

- Partnership working with parents and other providers does not yet fully support children's learning at home and at school.
- Self-evaluation does not identify and address all areas requiring improvement.

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 school hall.
- The inspector held meetings with the two owners of the setting during the inspection.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working in the setting, the provider's self-evaluation systems and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day and included in the self-evaluation form.

Inspector

Christine Armstrong

Full Report

Information about the setting

The Hooty Club is part of Crazy Daisy Childcare. It operates from a hall in Hob Hill Primary School, Brereton, Rugeley. All children share access to a fully enclosed outdoor play area. There is level access to all areas.

The before and after school group is registered on the Early Years Register and on both the compulsory part and voluntary part of the Childcare Register. There are currently four children on roll in the early years age group.

The club serves children attending the school and also children from neighbouring schools. The Hooty Club opens five days a week from 7.45am to 9am and 3.15pm to 5.45pm during term-time only. The club employs four members of staff. The manager holds an appropriate early years qualification.

What the setting needs to do to improve further

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

- develop further the arrangements for sharing information with parents and the reception teacher in the school, in order to build upon and compliment what children are learning at home and at school.

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

- increase existing self-evaluation systems to better monitor how practice is guided by the learning and development requirements.

Inspection judgements

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

There is a programme of activities, experiences and opportunities that support children's progress, capture their interest and hold their attention. For example, children's literacy skills are supported as they choose to spend time at the mark making table where they draw pictures and practice writing letters and numbers. Displays of children's work provide opportunities for children to recall events. Children are able to relax in the comfortable book and tent area where they take part in conversation and to spend time looking at books. These activities support children's communication skills.

The environment is organised well to enable children to explore and investigate. Children develop their understanding of mathematical concepts as they enjoy playing table top games that require them to balance and count. They have fun racing cars along a track and they spend long periods of time engaged in imaginative play with small world resources. Children take part in creative craft activities which include collecting leaves to make leaf printing and drawing fruits and flowers to make a large autumn wreath.

Staff members join children in their play and foster children's language development through conversations. They observe children and note when they see them achieving developmental milestones for their age, for example, counting during play. This information is used to plan future activities. However, during children's self-initiated play staff members are not effectively focused upon building and complementing what children are learning at home and at school. They are not using information that has been provided by other early years providers to effectively inform their interactions or planning of activities. They are not always engaging parents to share children's prior skills, knowledge and understanding. As a result, children are not yet fully challenged during their play and children are not fully benefiting from continuity and cohesion in their learning to support them to make the transition between home, school and the club.

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

Children tell their parents and visitors that they enjoy attending the club. They are happy to stay and play when they arrive and they enjoy positive relationships with staff members and other children attending the club. They are effectively supported to manage their feelings and behaviour. All staff members model positive behaviour and, a rota is used to ensure fairness with all children taking a turn to help to dry plates and cutlery after meal times. All staff take time to praise children when they show kindness to others, for example, when they include others by sharing and taking turns. As a result, children enjoy a very harmonious environment, which supports their well-being and enjoyment of all activities.

Children are effectively supported to develop a good awareness of the importance of healthy lifestyle. They enjoy sociable meal times and benefit from the high emphasis given to providing tasty well-balanced nutritional food. For example, children take part in conversations as they sit together and eat homemade meals, such as, lamb casserole with potatoes, carrots and broccoli. There are good opportunities for children to become active. For example, children have access the school's outdoor area and equipment and they take part in indoor activities, such as, playing dodge ball in the hall when it becomes too dark or too wet to play outdoors. Topics and discussions are used well by staff to help to support children's understanding of safety issues, such as, road and internet safety. A good range of activities are planned to support children to learn about their community and the wider world. For example, children take part in activities to celebrate the Queen's jubilee, for which they receive a letter of thanks and acknowledgement from Buckingham Palace.

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

The leaders of this setting demonstrate a good commitment to improving the service through accessing training, for example, attending courses to support children's communication. This led to the provision of tents to provide a comfy enclosed area for

children to sit and hold conversations. Self-assessment is used effectively to ensure all welfare requirements are met. As a result, staff's knowledge of the safeguarding and welfare requirements is strong and children's safety is well promoted. Robust recruitment and vetting systems ensure children are cared for by suitable adults who are enthusiastic and well-motivated. All aspects of the environment, both indoors and outdoors, are subject to thorough risk assessments. This ensures children learn in a safe environment without restricting their development. A wide range of policies are effectively implemented and shared with staff and parents to ensure the smooth day-to-day running of the setting. Since the last inspection the range and access of activities and resources have improved, which supports children's engagements and enjoyment. However, self-evaluation does not routinely include the learning and development requirements and, as a result, weaknesses in this area have not been identified or addressed to make further improvements.

The setting has positive relationships with parents who speak highly of the service, the range of activities and children's eagerness to spend time at the setting. The setting also has positive relationships with the host school, which enables them to use a range of high quality equipment to enhance children's play experiences. However, good use is not yet made of these relationships to build upon what children know and to promote cohesion and challenge in their learning.

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	EY377021
Local authority	Staffordshire
Inspection number	821426
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	27
Name of provider	Crazy Daisy Childcare
Date of previous inspection	05/03/2009
Telephone number	07975834039

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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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