

# Ticklemetoo BAH Club

St. Margarets C of E Primary School, Arundel Road, Angmering, LITTLEHAMPTON, West Sussex, BN16 4LP

## Inspection date

Previous inspection date

20/11/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 children enjoy a great deal of independence to make their own choices and follow their interests.
- The provider develops staff's skills very well, enhancing their qualifications, which has a positive impact on improving outcomes for children.
- Parents appreciate the confidence their children gain by staying in the wrap-around care.
- Children can use the play materials creatively to set their own games and challenges.

### It is not yet outstanding because

- Some aspects of behaviour management are inconsistent so children are not always clear about what is acceptable behaviour.
- A cosy area is not always available for children to rest and relax.

## 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 children at play.
- The inspector examined samples of documentation.
- The inspector spoke to staff, the provider and parents to ascertain their views.

## Inspector

Susan McCourt

## Full Report

### Information about the setting

Ticklemetoo BAH Club re-registered in 2012 when it changed premises. It is part of Ticklemetoo Childcare Services and operates from St Margarets C of E Primary School, Angmering, in West Sussex. Children have access to a dedicated play room and enclosed outdoor play areas. The provider is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 45 children on roll, 12 of whom are in the early years age group. The setting opens five days per week from 7am until 9am and from 3pm until 6pm during school term times. The holiday club opens from 7am until 6pm in the school holidays. The club employs six staff, five of whom are qualified to level three in Playwork or Early Years, and one is qualified to level

two.

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

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

- Provide cosy spaces on a daily basis, so that children can rest and relax.
- Improve consistency in intervening when children are experiencing difficulties, and being alert to injustices, letting children see that they are addressed and resolved.

## **Inspection judgements**

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

Staff have a good understanding of the Early Years Foundation Stage and the principles of Playwork. The learning environment provides lots of independence for children and activities invite children to set their own challenges. For example, children enjoy making bracelets out of beads and elastic while other children use the clear bead-boxes to create a fish-tank like habitat for some toy dinosaurs. The staff support children in making their own choices and decisions, making sure that play equipment is used in a variety of ways. Children devise their own way of playing chequers for example, setting their own rules. Staff get to know children's interests and personalities very well. They make observations of their key children and plan activities that will interest and excite them. Staff ask children frequently what they would like and involve them in creating different ideas of things to do. As a result, children are absorbed in activities and have fun. Staff note children's learning and development in records which are shared with teachers and parents.

The routine is very supportive of children's play. Staff set up some activities for children to start on arrival. They then ascertain what children would like to do next. Children who wish to play outside select what they would like to do when outside. Staff then facilitate this, accompanying them through the building. Children can also use the library area, where staff are on hand to read stories. This means that children can use the time according to their own wishes.

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

Children are clearly well-settled in the group. Club staff collect children from their classes and they are immediately chatting about their day. As soon as they get to the club, children settle to purposeful play and have a wide range of activities to choose from. This gives them independence and helps them to follow their own mood after a day in school. In this way, children can set their own challenges at their own pace. However, there is no cosy area in the continuous provision for children who want to rest and relax. This reduces the options for children who just want to snuggle up. Children benefit from the warm and friendly relationships they have with staff. Children enjoy showing staff what they are making and show great pride in their achievements. Children enjoy the opportunity to be with children of different ages, which helps build their confidence and self-esteem. Children help to set the ground rules for the group and so have a sense of ownership. This clearly enables them to remind each other of the rules and so be assertive and resilient. Staff are on hand to intervene with children's behaviour and allow time for children to resolve their own disputes independently. However, if teasing or scaring games go too far, staff do not consistently intervene to protect those children who are more nervous than others.

Children enjoy a balanced diet with a snack of fruit ready for them on arrival. Snack time is organised very well to ensure that children can eat when they have reached a natural break in their play. Children help themselves from a range of healthy options and staff work with parents to make sure that children eat the right amount and still enjoy their evening meal. Children can be independent in their personal care and know to wash their hands prior to snack, or after messy play. Children enjoy a wide range of physical activities. They devise their own dances, play active games in the outdoor area. They can also use a variety of outdoor areas around the school such as the wild area or play park. This gives them good opportunities to let off steam and practise physical skills such as playing ball games.

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

The provider has a good understanding of how to safeguard children. All staff undergo thorough checks at recruitment, including CRB checks. Comprehensive, detailed policies guide staff in their practice and they have a good awareness of their duties should they have concerns about a child. Staff are careful of children's safety and also allow children to take measured risks in play, which enhances their ability to take care of themselves. Staff are very careful when taking children to different parts of the building. They use walkie-talkies to stay in constant communication and ensure that staff ratios are met at all times. The provider maintains all documentation in a very professional manner and understands that it underpins children's welfare. The provider sets high standards for staff and supports them in regular training. Staff also value the fact that they have support to further their qualifications, and that leaders and managers embrace any improvements they can suggest. The provider involves children, parents and staff in the self-evaluation process. She responds quickly to ideas that will enhance her ability to meet the needs of children and families. Action plans are rooted in best practice and achieved as a priority. Staff appraisals focus on the person as a whole, and include peer observations and

feedback for the managers. This means that all staff get good support to develop their skills.

The provider monitors the plans that staff make for individual children to ensure their effectiveness. The provider and staff liaise closely with teachers so that they can meet children's individual needs. In this way, staff know what the children are learning about at school. They are also aware of any incidents and can pass on information to parents and carers. Parents speak very highly of the club. They know that the activities on offer are of great interest to the children, and that staff are caring and supportive. Parents appreciate the way the provider responds to their views. Parents enjoy the wrap-around aspect of the care, and feel assured that their children are settled and confident in school. Most comment on the confidence that their children have as a result of attending and mixing across the age groups. Overall, the provider is able to offer good consistent care to children.

### 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>	EY444008
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	889299
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Zoe Odell Elizabeth Duggan
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07501421771

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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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