

Sedgley Kids Club @ St Chads

St. Chads Catholic Primary School, Catholic Lane, DUDLEY, West Midlands, DY3 3UE

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

- Children's development is effectively promoted and they make good progress from their starting points. Practitioners have a good understanding of promoting children's learning through stimulating challenging activities.
- Children are forming close attachments with their key person and interact positively with their peers. Children are well -behaved because practitioners acknowledge good behaviour and support them resolving conflict.
- The effective partnership with parents is underpinned by two-way communication, ensuring they are well-informed about the systems in the nursery, including the transition process. There are effective partnerships with other providers to ensure children are prepared for their transition to school.
- Effective management systems, such as regular supervision monitoring, enhances staff performance. The self-evaluation process includes all stakeholders and an improvement plan that is targeted to bring about effective changes.

It is not yet outstanding because

- Children are not yet provided with opportunities to find out about their local community including having visitors to the club to talk to them.

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 play room and the outside play areas.
- The inspector held meetings with the registered person and the deputy manager.
The inspector scrutinised a range of documentation; assessment records, evidence of staff suitability, policies and procedures, self-evaluation documentation, children's information sheets and the risk assessment records.
- The inspector took account of the views of children and parents spoken to on the day.

Inspector

Mary Henderson

Full Report

Information about the setting

Sedgley Kids Club @ St Chads is privately owned and was registered in 2012, on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of three provisions run by the same provider and operates from a portable building in the grounds of St Chads Catholic Primary School, Sedgley. The club serves the local area and is accessible to all children. There are fully enclosed areas at the front and rear of the

building which are available for outdoor play.

The club employs six members of childcare staff. Of these, all hold appropriate early years qualifications, with three members of staff at level 2 and three members of staff at level 3. The pre-school provision is open Monday to Friday during term time only from 9am until 3.15pm. Children are able to attend for a variety of sessions and come from a wide catchment area. The out of school provision serves the host school and is open from 7.30am to 8.45am and from 3.15pm to 6pm during school term time. The holiday provision is open during school holidays from 8am to 6pm. There are currently 44 children attending who are within the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. The club receives support from the local authority and maintains close links with the host school.

What the setting needs to do to improve further

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

- ignite children's interests in the world around them through visits to different parts of the local community and by inviting people to talk to the children such as those in the local community 'who help us'.

Inspection judgements

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

To promote all areas of children's learning and development, the staff provide a broad range of resources, equipment and activities in line with children's current interests. Their communication skills are well developed because their key persons spend time talking to them, asking open questions and encouraging them to think about and comment on what they are doing. This helps the children to achieve expected levels of development. The children are able to express their thoughts and opinions and confidently seek support as they wish. Children's physical skills are developing well because they have ample space to run around in the fresh air and be exuberant. For instance, they chase one another and follow one another on their tricycles in the garden, regardless of the rain. The staff join in with children's outdoor play, encouraging them to ride around on scooters, supporting them as they move on to practise on larger scooters that require more skill of control and balance. Children also make choices about playing either indoors or outdoors as they wish because the staff ensure they have free-flow opportunities between these areas.

The staff provide a good balance between child-led and adult-guided activities. They are

flexible in their approach and often follow children's lead and link this to the activity. For example, as the children plant seeds and various flowers and vegetables, they find caterpillars. They take these indoors to hibernate, so they can follow the lifecycle of the butterfly or moth. This is also followed through further as the children look for more information on the computer. They also enjoy listening to stories such as 'The Hungry Caterpillar' which further extends their learning.

Outings enjoyed by the children include walks to the nearby park to collect leaves to bring back to the setting. Children use these in their creative work, and look at them closely to explore mathematical concepts such as patterns, similarities and differences. However, outings to other places of interest in the local community are not yet fully fostered by the staff. For example, children do not yet visit different parts of their local community, including areas where some children may be very knowledgeable, such as the supermarket, local church or cafe. Also, the staff do not yet invite people to talk to the children about aspects of their lives or the things they do in their work, such as the people who help us, including firemen and police officers to further extend children's interest in the world around them.

Staff have developed a good knowledge of the revised Early Years Foundation Stage and undertake meaningful observations and assessments. They use these to identify children's next steps in their learning and development. As a result, children make good progress towards the early learning goals. Plans are frequently checked to ensure children are making good progress and to identify any gaps where children may need support. Staff involve parents in children's learning by giving them handouts showing where their child should be in their learning and how they can support this learning at home.

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

Children feel secure because the key person system is effective in helping them to feel comfortable and happy during their time in the nursery. The staff recognise the important resource of time which is effectively used to ensure children are building positive relationships and attachments with other children and their key persons. Children's personal, social and emotional development is particularly well promoted. Children throughout the nursery are happy, smiling frequently and talking confidently to adults and peers. Children help themselves to drinks of water and snacks of fruit as they wish and when they are ready, so that they can continue with their activities. Children's learning about healthy food is extended through discussions during meal times. This is further extended as they plant, grow and harvest their own cauliflowers, onions, leeks, tomatoes and spinach which are cooked and eaten by the children.

Children learn about a healthy lifestyle as they wash their hands before eating and after visiting the toilet. Behaviour is good and children's self-esteem is raised consistently because the staff praise children for their good manners, using resources correctly and for cooperating in activities. Conflict is very well supported because the staff spend time encouraging the children to think about the effects of their actions on others. They are also encouraged to think and talk about how such conflict can be managed by themselves.

The children's own work is displayed for them and their parents to enjoy, thereby fostering a sense of belonging to the setting.

Transitions are managed very well by the staff. The pre-school children's school readiness is fostered because they visit the on-site reception class, talk to the teachers, and chat to siblings over the school fence. Children's learning and development is discussed with teachers, to ensure they are fully aware of the children's needs prior to starting school. This is done with the full consent of the parents. The staff support children's transitions further through story-telling, access to books about 'starting school' and by inviting teachers into the pre-school to talk to the children about the school day. Children's independence is promoted as part of their readiness for school as they sit for stories, take turns and share and as they manage their own toileting with confidence.

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

The management and staff are very clear about their responsibilities to meet the requirements of the Early Years Foundation Stage. Staff are well-informed about child protection policies and procedures to be followed. Rigorous recruitment and induction procedures ensure that adults working with children are suitable to do so. All staff receive supervision monitoring sessions from the manager to identify where support is needed to improve their performance that will benefit the children. Regular management and staff meetings are held to review practice, and how best to support the children attending. Staff have a good understanding of the learning and development requirements and have spent time familiarising themselves with the new revised framework, so they can accurately assess and monitor the educational programme, including the planning, to ensure children progress and there are no gaps in their learning and development.

The management and staff work well with parents to meet children's needs. Parents contribute to the initial assessment of children's development and have access to learning journey documents that help them know about their child's achievements and progression over time. Parents enjoy coming along to the setting for 'parent sessions' where they learn about how to support their child in the pre-school and at home. The daily two-way verbal flow of communication ensures that parents know about their child's experiences in the pre-school. Parents have free access to the policies and procedures. The parents comment positively about the friendly caring approach of the staff, the wide range of resources and activities offered. Partnership working with other agencies ensures children's needs are identified early and met. The self-evaluation systems in place are robust and include input from management, staff, children and their parents. The improvement plan in place ensures all children on roll benefit from well-targeted change.

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
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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	EY443920
Local authority	Dudley
Inspection number	796458
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 17
Total number of places	24
Number of children on roll	44
Name of provider	Katherine Rafferty
Date of previous inspection	Not applicable
Telephone number	07989984940

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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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Piccadilly Gate
Store St
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M1 2WD

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