

Sherwood Childcare Berry Hill

Berry Hill Primary School, Blackscotch Lane, MANSFIELD, Nottinghamshire, NG18 4JW

Inspection date	12/12/2012
Previous inspection date	22/07/2010

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Children's learning and development and welfare needs are not met because inconsistent practice is delivered by staff. Staff do not have a clear understanding of the Early Years Foundation Stage framework which results in poor deployment of staff, inconsistent management of children's behaviour and the use of some resources.
- The management team do not clearly identify roles and responsibilities with staff from the beginning of their employment. There is no clear induction training in place to support new staff and limited ongoing support, such as appraisals do not secure opportunities for continued professional development. As a result, children's learning, development and welfare needs are not met.
- Children's learning, development and overall needs are not complemented because the club has not embedded any secure links with teachers at the school and parents.
- Improvements are not made to benefit children because the club has not implemented a way for self-evaluation to identify areas for development; support an action plan for improvement or to seek the views of parents and children.

It has the following strengths

- Children are protected because staff minimise hazards.
- Children are happy and settled. They enjoy exploring the toys and activities showing confidence and independence in their chosen activities.
- Children continue forming close friendships with their friends from school.

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 spoke with the manager, staff and interacted with the older children at appropriate times throughout the inspection in the main room.
- The inspector took account of the views of parents as discussed with them during the inspection.
- The inspector sampled a selection of documentation including the clubs self-evaluation document on line, children's learning journeys, planning documentation, and written policies.

Inspector

Judith Rayner

Full Report

Information about the setting

Sherwood Childcare Berry Hill was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a classroom within Berry Hill Primary School, Mansfield, Nottinghamshire. The club serves the children of the school. There is a fully enclosed area available for outdoor play.

The club employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The club opens Monday to Friday term time only. Sessions are from 3.20pm until 6pm. Children attend for a variety of sessions. There are currently 53 children attending and of these, five are within the early years age group. The club is able to support a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- increase staff understanding of the Statutory Framework for the Early Years Foundation Stage to ensure that children's learning, development and welfare needs are met, with particular regard to deployment of staff, consistent management of children's behaviour and the use of resources
- develop an induction programme to support new staff so they are clear about their roles and responsibilities; ensure staff continue to be supported through appraisals which identify any training opportunities which will improve children's learning and development
- ensure secure links with teachers within the host school are in place to complement children's learning
- devise a system for self-evaluation to identify areas for development that include an action plan for improvement and the views of parents and children.

Inspection judgements

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

Each child has their own, 'All about Me' file which is used in conjunction with observations undertaken by the child's key person. These are used to support staff in identifying where the child is at in their development and they then provide play building on the child's interest. Most staff have a suitable understanding of the areas of learning and provide an appropriate range of toys and activities to support children's interests. However, planned activities do not complement what children are learning at school. As a result, play opportunities are not maximised to support children's learning and progress.

Children are happy and settle well into the club. They eagerly explore and investigate their environment with enthusiasm. They make independent choices in their play, such as choosing to watch their friends or engage in imaginative play. Children move with ease and confidence around the room. They control their bodies well as they crawl, jump and

manoeuvre themselves around the table and chairs. Children particularly enjoy imaginative play dressing up in super hero outfits and playing cooperatively during hide and seek games. Children's language and communication skills are progressing suitably. Younger children follow easy instructions about how to open packs of cards. They engage in conversations with staff about what they are wearing and direct their friends in the characters they are going to be in role play.

Children show secure levels of confidence as they initiate their own play and independence, such as choosing to play with table top games and going to the toilet. Children take their time and care during creative activities. However, some children are not offered sufficient support to enable them to try more challenging tools, such as using scissors to cut up paper. This is because some staff do not have a secure understanding and knowledge of the Early Years Foundation Stage and the confidence in their teaching skills to fully support children. Children do enjoy creating their own designs on their Christmas wreaths, placing various Christmas shapes and glitter on their paper wreaths. Boys and girls play happily together and with all toys. Staff promote a positive approach to inclusion through various toys and activities, such as books that reflect positive images of children from around the world.

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

Children are happy and settled. The friendships they have formed at school continue to grow at the club. Children are familiar with the routines, such as when they first arrive they find a chair to sit on and wait for their name to be called out. Once this task has been completed they independently seek out their chosen activity, toy or game. Children play in various ways according to the activity, their age and ability. Some play cooperatively engaging in active role play, such as being super heroes, others play together taking turns during the hop scotch game. Most staff interact well with the children. They get down on the floor supporting children in building the hop scotch game and engage in conversation whilst helping children during a dressing-up activity. Children enjoy the company of adults and some warm secure relationships are forming between most staff and children. However, some staff are less confident and skilled in interacting with children. At times, this restricts children in developing their own confidence, language skills and in managing their behaviour.

Most staff deal with any unwanted behaviour in a warm and sensitive manner to which children respond well and settle back into play. However, at times, some behaviour is not managed by staff. Consequently, some children display behaviour that is not acceptable and challenging. This is because staff do not provide clear and consistent messages about the boundaries and expectations that the club promotes. Children learn about keeping safe and being healthy. They are reminded on some occasions not to swing on chairs as they may get hurt. Children are provided with a choice of light snacks, such as, spaghetti or beans with bread. They sit appropriately at the table after they have washed their hands, eating their chosen snack, accompanied with a drink of water or diluted juice. This is a social time and pleasant conversations about Christmas are discussed between the

children.

Children spend time outside enjoying the fresh air and exercise. The school hall also provides opportunities for children to enjoy physical exercise although this area and resources are not maximised so children's physical skills and enjoyment are not supported. Children are not supported fully when they attend the club during their transitional times, such as moving from the Foundation Unit to Year 1 in the host school. This is because the club has not embedded any secure links with the teachers in order to complement children's learning, development and overall needs.

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

There is a good range of robust and clearly written policies and procedures. However, these do not reflect the practice that is delivered. This is because the management team do not check and supervise individual staff regularly enough. Induction periods are not clearly outlined and managed to ensure new staff are up to speed with routines, this means they do not know where and how documentation is held and some aspects of the learning and development requirements are not implemented. Furthermore, staff are not provided with sufficient training opportunities and support to improve their knowledge and practice. As a result, inconsistent practice is delivered by staff which impacts on children's overall needs, learning and development.

The manager reflects on how children have played and what they have enjoyed playing with and then plans future play building on children's interests. However, the management team do not use this information or parent's and children's ideas to identify what the club's own strengths and weaknesses are. The outcome is children do not benefit from continuous improvement because the management team lack a way in which to reflect on their practice through self-evaluation.

Parents are welcomed and information is shared about their child at the end of the session. Parents spoken to value the service that the club offers, often saying their children are, 'happy and settled'. The links between the club and the school are weak and limited information is shared regarding children's learning and development. As a result, activities that are provided do not complement children's learning and demonstrate that the educational programme is not monitored effectively.

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

EY407262

Local authority	Nottinghamshire
Inspection number	891545
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	53
Name of provider	Sherwood Childcare Options Ltd
Date of previous inspection	22/07/2010
Telephone number	07859 666155

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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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