

Little Stars - Super Stars

St. Benedicts RC School, Church Walk, ATHERSTONE, Warwickshire, CV9 1PS

Inspection date

Previous inspection date

14/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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| 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 thoroughly enjoy being at this welcoming and fun out of hours club. Their views, interests and next steps are an integral part of the manager's and staff's skilful planning and organisation of varied, rewarding activities.
- The providers' and manager's excellent relationships with the school and positive links with parents contribute significantly to their effectiveness in fully complementing children's learning at school. This includes successfully following up each child's individual learning priorities.
- There is a positive atmosphere of friendship and respect. Children and staff form close attachments so children settle quickly, make friends and are very confident. Their suggestions are valued and consistently help to shape the provision of meals and activities and the management of their behaviour.

It is not yet outstanding because

- There is scope to extend children's use of information technology and a wider range of books to enhance their learning.
- The staff's already good information sharing with parents could be further developed to focus more on how children's individual learning priorities are followed up in activities.

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 classroom and school hall.
- The inspector held meetings with the owners and manager and spoke to the head teacher of the school where the club is based.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, and looked at a sample of records and procedures relating to children's welfare, health and safety.
- The inspector took account of the views of children and parents spoken to on the day and from information included in a recent parent survey.

Inspector

Rachel Wyatt

Full Report

Information about the setting

Little Stars - Super Stars was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club provides before and after school care, and is one of two daycare settings owned by the providers. It operates

from a classroom and has access to the school hall at St Benedicts Roman Catholic Primary School in Atherstone, Warwickshire. The club is attended by children from the school. They have access to enclosed areas for outdoor play.

The club employs a manager who has an early years foundation degree and another member of staff who has an appropriate level 3 qualification. It opens Monday to Friday during school term times. Sessions are from 7.45am until 8.50am and 3.10pm until 6pm. Children attend for a variety of sessions. There are currently 25 children aged from five to nine attending, of whom six are in the early years age group.

What the setting needs to do to improve further

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

- extend opportunities for children to use information technology and a wider range of books to enhance their learning
- enhance information sharing with parents to focus more on children's learning priorities are how these are followed up in activities.

Inspection judgements

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

The club successfully complements children's learning in school and enables them to make confident transitions between the two settings. Activities and resources are effectively planned to reflect and promote children's ideas, interests and next steps. The providers and manager have excellent links with the school. The manager has regular meetings with the reception class teacher and fully understands children's abilities and individual learning targets. The manager's effective planning ensures activities match children's individual needs and incorporate aspects of the school's current topic, such as 'Explorers' or 'Our homes'. In particular, children and their parents appreciate the way every child is encouraged to contribute to the planning and organisation of sessions. Fun visual aids are available to help younger children join in discussions and decision making about which toys, resources and activities are to be provided each day.

Children are eager to join in and learn and are confident and resourceful about developing their ideas during sessions. For example, on the day of the inspection, their chosen key activity is 'the Olympics', a series of games and activities based in the school hall. Children in the early years age group help to organise different physical games to test their movement and control or their observation and thinking skills. They set up obstacle

courses or hide 'eggs' and decide the rules for this special hide and seek game. Children enthusiastically take part. The atmosphere is fun and purposeful and children develop their coordination, balance and control as they weave in and out of cones and jump over low hurdles. The adults support them well and everyone sits together after each game to discuss what to do next. Everyone has a chance to have their say and to take the lead. Children are confident, articulate and relish the different challenges they set each other. Their ideas are valued in other ways. For example, they are encouraged to take photographs of examples of their work, such as their construction models, and the club's behaviour rules are based on their comments.

Children's learning and development are skilfully supported by the manager, who is their key person, and her colleagues. The staff clearly understand children's starting points as a result of their observations and interactions with them, and good information sharing with parents and the school. Most children are already well known to the staff because they also attended the providers' nursery until they started school or attended the out of hours club which was based at the nursery prior to this club's registration. Each child's learning targets are effectively promoted. For instance, fun bingo games and quizzes help children to consolidate and develop their speaking, listening and different writing skills. All areas of learning are supported effectively and appropriately and this is reflected in the range of interesting toys, games and resources available for them to use. Children are encouraged to use the camera to record their work and to use some information technology, but currently they do not have access to a computer to encourage their individual research in order to extend their learning. The same also applies to the range of reading materials. Children decide which magazines they would like and have stories to look at and listen to, but there is scope to provide them with a wider range of books to support their interests and awareness of different aspects of the topics they are learning about.

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

Children are emotionally secure and settled. The classroom they use is inviting and includes a cosy area where they relax and take part in quieter activities. Children's suggestions for resources and magazines are included in the selection of toys and equipment, and their work is displayed. Staff are friendly and approachable and make sure they get to know each child well. Children benefit from continuity and consistency because most of them attended the providers' nursery before they started at the out of hours club. Adults are receptive to those children who need more support and reassurance, but also actively encourage them to make decisions, to behave responsibly and to take on new challenges. Children become very confident and feel valued because staff praise their efforts and celebrate their achievements. Parents appreciate all of this, including how the manager and her colleagues have helped their children make smooth transitions into school. The providers and staff have positive relationships with parents, who feel well informed about how the club operates, the range of activities and their children's care, learning and development. Parents and staff regularly talk about their child's day at school, what they have enjoyed doing at the club and their achievements. However, information sharing about how children's next steps are followed up in activities is less well established.

Children's well-being is successfully promoted. They discuss and plan menus and make healthy choices about what to eat and drink during relaxed social meal times. Physical activities are an important and much enjoyed part of sessions and children are confident and knowledgeable about the importance of good hygiene. High priority is given to keeping them safe and also to encouraging them to behave safely and sensibly, for instance, during physical activities and as they move around the building. Children are particularly involved in decisions about their behaviour. They have discussed and agreed the club's behaviour rules and the associated special rewards system.

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

The providers and manager are highly motivated and successful in ensuring the club meets the needs of children and their families and offers high quality provision. The providers' support and their robust staff performance and development procedures, ensure the manager and staff are confident about their roles and responsibilities. The manager is a skilled practitioner and a good role model for her colleagues and the children. The providers and staff have well-established partnerships with parents and have quickly forged very positive links with the school. As a result, the club's educational programme is adapted effectively to cater for each child's learning priorities and any additional needs, and the staff help children to feel confident and motivated to learn and succeed in both settings.

The club is well organised and run. Procedures are robust and applied effectively to ensure children are fully safeguarded and protected from harm and so their health and safety are consistently promoted. Staff have a helpful operational plan to guide them in ensuring Early Years Foundation Stage requirements are always met and so that all required information is obtained about children and families. Parents are given useful information about how the club operates and regular updates about the activities, topics and meals provided. Thorough evaluation and monitoring take full account of children's and parents' views. Children contribute in many meaningful ways to the development of rewarding activities and resources and to ensuring every one behaves well and treats each other with respect. Parents appreciate the open-door policy and the staff's interest, sensitive advice and positive feedback regarding their children. They are confident to make suggestions to improve the provision, such as the creation of a comfortable area for children to rest. The staff consistently reflect on the impact of activities and suitability of toys and equipment, including recognising the need to extend children's use of information technology.

The Childcare Register

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| The requirements for the compulsory part of the Childcare Register are | Met |
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| The requirements for the voluntary part of the Childcare Register are | Met |
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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

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| Unique reference number | EY450027 |
| Local authority | Warwickshire |
| Inspection number | 808729 |

Type of provision

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| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 18 |
| Number of children on roll | 25 |
| Name of provider | Foalyard Nurseries Limited (Little Star) |
| Date of previous inspection | Not applicable |
| Telephone number | 01827 717549 |

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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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