

Superstars Courthill

Courthill First School, Courthill Road, POOLE, Dorset, BH14 9HL

Inspection date

Previous inspection date

17/01/2013

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 enjoy a board range of activities and have fun at the after school club. They have a warm bond with staff and the other children attending; consequently, they are happy and content.
- Children behave very well. They show good levels of independence and curiosity.
- The after school club has established positive relationships with parents.
- Staff have strong partnerships with staff at the school, which consequently supports children's continuity of learning.
- Children are provided with healthy meals which they thoroughly enjoy. Meal times are social occasions which support children's communication and language and their relationships with staff and other children attending the after school club.

It is not yet outstanding because

- staff are not always fully promoting all aspects of children's health routines.
- although toys and resources are mostly fit for purpose, staff do not always remove broken toys immediately.

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 playing and interacting with staff and older children also attending the after school provision.
- The inspector sampled children's development records and the after school documentation.
- The inspector engaged in discussions with staff, the children and their parents.

Inspector

Marie Thompson

Full Report

Information about the setting

Superstars Courthill originally registered in 2002 and re-registered under new ownership in 2012. It operates from a mobile building in the grounds of Courthill First School, on the Poole and Bournemouth border, in Dorset. The club is privately owned and predominantly serves children from Courthill School. Children have access to a large playground which surrounds the building and the main school hall. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 60 children on roll; of these, 13 are within the early years age range. The club supports children with special educational needs and/or disabilities, and children that are

learning to speak English as an additional language. The club operates during term time, Monday to Friday from 8am to 9am and from 3pm to 6pm. During school holidays, the club offers full day care from 8am to 6pm. The club employs four members of staff. They are all qualified in an appropriate qualification. The manager holds Early Years Professional Status.

What the setting needs to do to improve further

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

- encourage hand washing routines consistently to fully promote children's health and well being
- strengthen systems to check that all toys are fit for purpose and any broken toys are removed immediately to help ensure children's safety.

Inspection judgements

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

The after school club is welcoming and inclusive. It provides children with a wide range of resources and exciting activities which overall support children's development across all seven areas of learning. Children are enthusiastic about what they do. They listen attentively to staff who engage in conversations to find out about what they are doing at school or at home. Therefore, as a result, children feel valued. They have warm relationships with the staff who are caring and attentive to their needs. Children's behaviour is very good and they understand the routines of their day well. Children are encouraged to think and be curious; for example, when they construct figures or vehicles using different shapes, small hammers and beads. Children are confident and adept at using the computers and adhere to the allotted time on them. They share and take turns very well, for example, when they are playing with the table football. Children communicate with one another well and listen to each others' thoughts and views, for example, when making up plays or role play scenarios in the home corner. This builds and develops their relationships and skills in active learning.

Children enjoy all the experiences at the after school club and are eager to join in. Equally, they are confident and content to play in small groups within their chosen play. Staff organise the sessions well and have a strong understanding of children's needs. There are opportunities for outside play, using the school grounds. This enables children to benefit from fresh air and exercise to promote their physical well-being, for example, by using the

climbing apparatus. At the holiday club this area is used to full advantage for children to experience many exciting activities, such as camp building, parachute games and a variety of sports activities. In inclement weather, the children enjoy energetic team games in the school hall.

Staff have a strong understanding of children's learning and development. They conduct formal observations on the children to monitor their progress and have a clear understanding of their development. There are effective systems in place to extend children's continuous learning and positive partnerships with the teachers of the school, who share the care of the children. As a result, staff at the school, parents and the after school club have a shared and thorough understanding of children's progress. This enables them to identify any gaps in their learning. Consequently, children develop the important skills they require for their future and demonstrate readiness for the next stage of their learning.

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

Children are happy, content and safe at the after school club. They have warm relationships with the staff who look after them. Children are very familiar with their surroundings and routines and therefore demonstrate a sense of self awareness and confidence. The stimulating and well-resourced environment, together with the effective planning across all areas, mean children are offered a broad range of experiences. Consequently, they have great fun. Children are able to self select from the supply of resources in the toy cupboard. Staff also frequently rotate resources and therefore children benefit from varied play opportunities.

Children enjoy very healthy and nutritious meals that promote their good health. Staff are fully aware of children's allergies and medical needs. Overall, staff promote good hygiene routines and keep the setting clean and well-maintained. However, not all of the children always wash their hands prior to eating and after washing their hands some children then touch the fences and rails on their walk back from the toilets to the room. This is counterproductive in minimising the spread of germs and impacts on their understanding of healthy living. Meal times offer opportunities for children to chat and socialise with one another and staff. Children discuss a range of topics while enjoying their meal, such as the plays they are planning to perform at the after school club and their home and school life. They also talk about the foods they enjoy and guess what vegetables are used in the meal. Children demonstrate respect for one another, for, by example, waiting until everyone has finished eating their main course before having their desert. Staff are friendly and as a consequence children are happy to approach staff to ask for help, or to simply have a chat about their day.

Children behave very well. The club rules help children to be more independent but understand the need to listen carefully to instructions. Children understand their routines and cooperate with these willingly. For example, they responded quickly to the non-verbal signal for silence and lined up quickly and quietly to walk to the school hall. Safety is very important and children regularly practise the fire drill, which helps to promote their

understanding of what to do in the event of an emergency to keep themselves safe.

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

Safeguarding practices are strong. Staff are vigilant in supervising the children to promote their welfare and safety at all times. Recruitment and safety practices within the group are robust and well promoted. All staff have completed first aid training. Staff at the after school club fully understand their responsibilities to safeguard the children in their care. All staff have a secure understanding of current child protection procedures and the reporting procedure to follow if they have a concern about a child. They have all attended recent training. There are systems in place to show that all staff are suitable to work with children. Overall, children's safety is maintained through the effective use of risk assessments and daily checks of the environment and activities. However, some toys are not fit for purpose as staff do not always remove any broken toys immediately.

Leadership and management are good because the manager has the drive and ambition to secure changes that result in improved outcomes for all children. The continual development of staff is important to the leadership and management of the group. They supervise staff and appraise their practice to identify and support future training needs. Staff have a clear understanding of the welfare requirements of the Statutory Framework for the Early Years Foundation Stage. The after school club evaluates their practice in order to assess the success of their provision and identify strengths and improvements for the future. Staff work together well as a team and are keen to maintain the progressive development of the after school club.

Staff have a good understanding of their responsibilities to meet the learning and development requirements. Staff monitor planning across the week, which includes activities that complement all seven areas of learning. These activities enable children to actively explore, be curious and engage in play. Consequently, children make good developmental progress. The relationships with parents are positive and the suggestions of children and parents are positively valued. As a result, children are happy to attend. Parents understand the policies and procedures which promote children's health, safety and well-being. Staff have strong partnerships with the school where they are based. These partnerships ensure that children's individual needs are met and that their continuous development is thoroughly supported. Overall, children have fun and develop their independence at the after school club. Consequently, they make good progress in relation to their expected levels of development.

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	EY451320
Local authority	Poole

Inspection number	806278
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	30
Number of children on roll	60
Name of provider	Little Stars Day Nursery
Date of previous inspection	Not applicable
Telephone number	01202741437

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

