

Little Folks Out of School Club

Hawthorn Primary School, Hawthorn Road, BIRMINGHAM, B44 8QR

Inspection date

Previous inspection date

31/01/2013

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 the varied range of activities and experiences on offer to them in the club. This supplements their learning in school and means children make good progress.
- All staff members are good role models and use consistent and clear boundaries for children who understand and follow the rules of the club, which ensures that they all enjoy a harmonious environment.
- Staff make parents feel welcome at all times. Parents and staff exchange highly useful information on a daily basis. This keeps parents well informed about their child's progress and enables parents to share ideas for supporting children's learning further.
- There are good systems in place to identify the strengths and weaknesses of the provision to enable the setting to move forwards and sustain progress towards excellence.

It is not yet outstanding because

- There is scope for improvement in the area children use to relax or play quietly after a busy school day to further promote their well-being.
- There is scope to make better use of opportunities to extend children's learning and interest as they arise, for example, during cooking activities by providing opportunities for children to measure and weigh, and introducing new vocabulary, ideas and concepts.

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 the staff engaging in a range of indoor learning activities, play and daily care routines with the children.
- The inspector talked to children and practitioners, and also held a meeting with the owners and manager during the inspection.
- The inspector looked at children's development folders, children's and staff files and a selection of policies and daily records.
- The inspector took account of the views of parents and carers spoken to on the day and information recorded on the 'talking wall'.

Inspector

Patricia Dawes

Full Report

Information about the setting

Little Folks Out of School Club was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a primary school in the Kingstanding area of Birmingham and is managed by a limited company. It operates

from three rooms within the school and there is a fully enclosed area available for outdoor play. The club serves the children attending the school and is accessible to all children. The club opens Monday to Friday, during term-time. Sessions are from 7.30am until 8.45am, and 3pm to 6pm. Children attend for a variety of sessions. There are currently three children attending who are in the early years age group. The club supports a number of children with special needs and/or disabilities. The club employs five members of child care staff. All of whom hold appropriate early years qualifications at level 3 including one with 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:

- make better use of opportunities to extend children's learning and interest as they arise, for example during cooking activities by providing opportunities for children to measure and weigh, and introducing new vocabulary, ideas and concepts
- promote children's well-being further by providing an area for children to be able to relax or play quietly after a busy school day.

Inspection judgements

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

Children are happy and enjoy coming to the out of school group and taking part in the activities available after a busy school day. They relate well to their peers and staff, who support and encourage them to develop in confidence. Children are actively involved in planning and staff work well to accommodate children's preferences and support their progress. Staff's good skills in identifying next steps in learning ensure that individual interests, capabilities and ages are taken into account in the planning of activities. Staff members join children in their play and foster children's language development through conversations. They observe children and make notes to include in children's learning journals. Good systems are used to track children's progress so this information is able to be shared between school, parents and staff.

The environment is organised well to enable children to explore and investigate. Staff create a secure environment where children demonstrate a sense of trust and develop warm relationships with adults and peers. Good organisation of resources promotes inclusion and provides free choice to encourage children's independence in initiating their own play. Children are supported in developing their understanding of diversity and the

wider world as they celebrate festivals of different religions and cultures and access a selection of resources which depict positive images. As a result, children learn to value and respect others. Children develop their understanding of mathematical concepts as they enjoy playing table top games that require them to balance and count. However, during cooking activities there is scope to improve opportunities to extend children's learning, by providing weighing scales for children to weigh ingredients and by introducing new vocabulary when explaining the process involved in making pancakes.

During group activities, most children show good listening skills and respond enthusiastically while playing 'hangman'. Younger children contribute and are praised when they guess correctly. A good range of activities are planned to support children to learn about their community and the wider world. For example, children are currently learning about Egypt. They make a cartouche of their name, draw colourful pictures of pharaohs and make paper pyramids using origami. Staff organise the environment to enable young children to be active and improve their abilities in coordination, control and movement as they play construction games or football outdoors.

Children are emotionally secure, they enjoy their environment, converse freely with staff and visitors and are confident and content. Older children help and support younger children by including them in their play and helping them with activities. For example, younger children have fun racing toy cars down the ramp built by the older children. They spend long periods of time engaging in imaginative play with small world resources. During children's self-initiated play, staff members are focused on building and complementing what children are learning at home and at school. Staff actively engage parents to share children's prior skills, knowledge and understanding through the use of an 'all about me' sheet. Parents have opportunities to be involved in their children's learning and development through daily conversations with their children's key person as they drop off or collect their children. Information about their children's learning and development is also available for them to see in the art work and comments made on the 'talking wall'. Staff use termly communication sheets which cover all learning that children have taken part in during the day both at school and at the group. As a result, children benefit from continuity and consistency in their learning to support them to make the transition between home, school and the club.

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

A well-established key person system ensures consistent care for children, which helps them to feel happy and secure. Staff use termly communication sheets which cover all learning that children have taken part in during the day both at school and at the group. As a result, children benefit from continuity and consistency in their learning to support them to make the transition between home, school and the club. Younger children play in both small and large groups and enjoy the company of older children particularly at mealtimes. Children initiate their play and invite peers to join in. The resources and play opportunities provided are appropriate and support children well to boost their confidence and self-esteem. All staff members are positive role models and take time to praise children when they show kindness to others, for example, when they include others by

sharing and taking turns. They select and choose activities and enjoy the responsibility of carrying out small tasks, such as tidying up toys. The main room used by the group is welcoming and safely set out in clear learning areas to help children make the smooth transition from the school to the club. However, the room does not have a designated space to enable children to relax and unwind.

Children are effectively supported to develop a good awareness of the importance of a healthy lifestyle. They enjoy sociable meal times and choose and prepare their own healthy snacks. There are good opportunities for children to become active. For example, children have access to the school's outdoor area and equipment. Children take part in indoor activities in the hall when it becomes too dark or too wet to play outdoors. Topics and discussions are used well by staff to help to support children's understanding of safety issues, such as, road and fire safety. Staff use consistently applied strategies and provide clear guidance, therefore, children behave well, demonstrating an understanding of the set boundaries and expectations within the setting. They learn to keep themselves safe through practical daily routines and staff guidance. Staff encourage them to express their views and make choices. This contributes to the level of their self-esteem and general well-being.

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

Policies and procedures are continually reviewed and all of the required documentation is effectively maintained. The safeguarding and welfare requirements of the revised Early Years Foundation Stage are understood by the management team and are well met. Staff have a clear understanding of safeguarding children in relation to child protection issues. They receive regular training on safeguarding and are aware of their responsibility to report any concerns. Systematic recruitment and vetting procedures, including a detailed induction of new staff helps to ensure that children are safe. The security of the premises is given a high priority and is well maintained throughout. To eliminate hazards, a detailed risk assessment and daily safety checks are carried out in all areas. This ensures children learn in a safe environment without restricting their development.

The management team is motivated to enhance practice through gathering the views of staff, children and parents in order to identify areas for further improvement. Staff receive ongoing support from the management team who review the educational programme. This ensures a broad range of experiences are provided and monitored to help children to make good progress towards the early learning goals. Regular staff appraisals ensure practice is monitored and under-performance is tackled effectively. There is a clear improvement plan in place which leads to better outcomes for children. Staff have attended Makaton training to help support children with specific needs. Any changes made are done so with children's individual needs in mind, therefore, the group's capacity to improve is positive.

Parent's and children's views are sought through discussion, the 'talking wall' and documentation, such as children's learning journals. Parents speak highly of the service

and regard the staff as 'very approachable and friendly'. They appreciate how well staff adapt to children's routines and say their children love to come to the group. Staff work in partnership with other professionals involved in promoting specific children's needs and have a positive relationships with the host school.

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	EY450763
Local authority	Birmingham
Inspection number	809044
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	14
Name of provider	Mishi Nurseries Limited
Date of previous inspection	Not applicable
Telephone number	0121 384 5790

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

