

Little Owl Childcare

Chase Terrace Cp School, Rugeley Road, Chase Terrace, BURNTWOOD, Staffordshire, WS7 1AH

Inspection date

08/02/2013

Previous inspection date

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 exciting and stimulating activities and games, which inspire them to explore, investigate and have fun.
- Adults plan effectively to maximise learning opportunities both indoors and outside. They encourage children to practise and develop new skills, in their everyday play and routines. As a result, children become confident and active learners.
- Rooms and resources are well-organised, providing a safe and welcoming environment in which children feel happy and relaxed. Children develop good levels of independence in their self-care and daily routines.
- Adults build strong and trusting relationships with parents and carers, leading to continuity in children's care and learning. This enhances each child's development and progress between the setting and home.

It is not yet outstanding because

- Opportunities to share regular information about children's individual needs and progress between all other settings that children attend, is not yet fully established.

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 hall, the additional playroom and the outside learning environment.
- The inspector conducted a joint observation of a children's outdoor play activity, with a key person of the provision.
- The inspector held meetings with the provider and manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and discussed the provider's method of self-evaluation and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Jayne Rooke

Full Report

Information about the setting

The before and after school club is hosted by Chase Terrace County Primary School in Burntwood, Staffordshire. The club employs a total of six members of childcare staff to cover school term and holiday periods. All hold appropriate early years qualifications at level 2 and above. The provider holds Early Years Professional status. The before and after school club is open daily during school term from 7.30am to 8.50am and 3.15pm to 6pm. The holiday play scheme opens daily from 7.30am to 6pm during school holidays. Children attend for a variety of sessions. There are currently three children attending who are within the early years age group. There are 50 children attending who are of school age. The before and after school club supports children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- strengthen partnership working by ensuring there are robust communication links with the other settings children attend, so that children fully benefit from a shared understanding and common approach to supporting their progress.

Inspection judgements

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

Adults provide a broad range of exciting and stimulating activities, which ignite children's fascinations and interests. Adults plan effectively to maximise learning opportunities both indoors and outside, taking into account each child's learning style, abilities and needs. This enables them to include children with special needs and/or disabilities. They monitor young children's progress closely, using detailed observation and assessment methods to enhance each child's next steps learning. They provide an excellent range of resources to support children's current interests, such as creating a pirate map to find the hidden treasure. They also dig a 'wormery' in the soil tray, to provide a home for the worm that they discovered outside. The adults engage children in conversations which help them to think and work things out for themselves, such as how many steps to take to follow the treasure map and how to 'mark the spot with an X' to show where the treasure is buried. They help children to consider environmental issues, by talking about the way worms dig

into the soil and turn it over. They develop children's understanding of conservation by encouraging the children to replace the worm outdoors, following their investigations. This inspires children's imagination and develops their understanding of the natural world.

Younger children develop their confidence and skills within a supportive environment. Key person adults know each child well, responding with interest to encourage their next steps learning. As a result, children are keen to demonstrate what they know and can do, developing the characteristics of effective learning. For example, they join in with group games with delight and enthusiasm, coordinating their large and fine physical movements as they throw their counter and hop and skip, along the hopscotch trail. They show a good understanding of numbers as they count, write and draw recognisable numerals up to 20 and beyond. Adults skilfully guide children, encouraging them to count forwards and backwards, as they work out the correct position of their place in the game. This contributes effectively to children's mathematical development.

Older children have lots of fun developing their imaginative play. They organise their spontaneous activities well, introducing time and value concepts as they travel to 'Turkey on the train'. For example, they work out the cost of their tickets, depending on how fast the train goes, arriving at their destination in '16 minutes' or 'five hours'. They speak excitedly about how long it is going to take them to get there and what the weather will be like in a warmer country, compared to the cold winter time here. This demonstrates children's understanding of the world around them.

Children with identified needs receive good levels of support, ensuring their complete inclusion in all aspects of the provision. Partnerships with parents are effective, contributing towards continuity of each child's learning and development, both within the setting and at home. Partnerships between each setting that children attend are progressing well, ensuring that children are appropriately supported at this time.

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

Adults provide a secure base in which children develop positive relationships and form firm friendships with each other. Children are encouraged to become independent in their self-care, taking appropriate responsibility for their routine hygiene needs. They become actively involved in preparing their meals and snacks, receiving good levels of supervision as they cook hot snacks and toast. They take on individual roles and responsibilities, ensuring that tables are clean prior to meals being served and enjoy noting down people's preferred choice of food. This helps children to develop a sense of ownership and belonging.

Younger children learn how to manage their behaviour in group situations, receiving sensitive support as they negotiate turn-taking and sharing opportunities. Adults sensitively intervene to diffuse potential arguments, helping children to consider the needs and feelings of others. As a result, children develop tolerant and respectful attitudes. Opportunities for children to explore the beliefs and traditions of other cultures and societies are explored throughout the year, which develops their knowledge of diverse communities. Adults introduce some opportunities for children to use other languages in

their play and learning, developing their ability to communicate with others.

Children enjoy a safe and welcoming environment. Arrangements to ensure that children arrive safely are well-established between the club and other schools, promoting children's safe care. Children respect and understand safe rules and boundaries and know that they have to check-in with adults when they move between the indoor and outdoor environment. Rooms are bright and well-organised, providing space for varied activities, as well as rest and relaxation. Outdoor play features significantly in children's daily routine, so that they benefit from regular physical exercise and fresh air. Children enjoy nutritious meals and snacks and have good access to fresh drinking water at all times, further promoting healthy lifestyles.

Adults build positive relationships with parents and carers, providing optimum support for children newly attending and those transferring from the host school. This helps children to feel comfortable and confident as they transfer between settings. Partnerships with other settings are developing well, leading to smooth transitions and continuity in children's care. The club works in partnership with some of the other settings that children attend in order to ensure that important information is shared. However, there is scope to strengthen these communication links, regarding the information shared about each child's learning, in order to enhance children's development and progress.

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

Adults demonstrate a secure understanding of the educational programmes, which guides their effective practice. Their careful observations inform their continuing assessment of each child's skills, abilities and needs, which in turn informs their next steps planning. As a result, children are actively engaged in a broad range of learning experiences which inspire their enthusiasm and sense of fun. Adults demonstrate a precise awareness of how to support children with identified needs, adapting their practice and routines to promote a fully inclusive environment. This supports the learning and development needs of all children very well.

Safeguarding arrangements are effective, ensuring children's safe care at all times. For example, adults clearly describe how to protect children from harm and neglect. Recruitment procedures are robust and include the rigorous vetting of all adults working with children, to determine their initial and ongoing suitability. Adults demonstrate a clear understanding of the setting's comprehensive policies, covering all health and safety procedures. They conduct thorough safety checks of the premises each day and back this up with well-documented risk assessments. They adopt a systematic approach to receiving children who arrive by private hire transport, ensuring safe transitions between settings.

Self-evaluation is carefully considered, engaging the views of children, parents and adults in the setting. This enables managers to set clear and achievable goals for improvement and to enhance children's learning and enjoyment. For example, they have recently reviewed the organisation of rooms and resources to improve opportunities for children to access toys and equipment for themselves and to provide earlier access to the outdoor

environment after school. Adults continue to review training opportunities, attending regular events which enhance their professional knowledge and skills. They acknowledge that there is room to develop partnerships with other settings that children attend, in order to enhance this aspect of their practice further.

Partnerships with parents and carers are positive and supportive, leading to strong bonds and trusting relationships. They receive regular and up-to-date information about their child's activities and progress and benefit from shared ideas of how to support their child's learning and development at home. Parents speak highly of the setting's friendly and approachable adults and value the interest they show in their child's learning.

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	EY452890
Local authority	Staffordshire
Inspection number	821994
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	52
Name of provider	Little Owl Childcare Limited
Date of previous inspection	Not applicable
Telephone number	07980 733926

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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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