

Koala Club

St. Nicolas C of E Primary School, Windermere Avenue, NUNEATON, Warwickshire, CV11 6HJ

Inspection date	26/02/2013
Previous inspection date	12/01/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- A child and family centred approach ensures that all children are cared for appropriately for each family.
- Children play and learn in a lively, happy and welcoming environment.
- Children receive high levels of care from a strong team of cheerful practitioners.
- Children's curiosity is aroused through a wide variety of relevant and interesting learning opportunities.

It is not yet outstanding because

- There is scope to extend children's opportunities in expressive arts and design by encouraging them to mix and experiment with a wider range of materials, textures and techniques.
- Opportunities to involve parents and other members of the local community in the life of the setting are not yet fully exploited.

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 activity in the indoor and outdoor learning environments.
- The inspector held a meeting with the provider.
- The inspector looked at children's assessment records, planning information, and a range of other documentation.
- The inspector interacted with the children.
- The inspector took account of the feedback from parents and carers, and of the information included in the setting's self-evaluation document.

Inspector

Lisa Parkes

Full Report

Information about the setting

Koala Club is an independent out of school club running on the site of St Nicholas Primary School in Nuneaton, Warwickshire. It is an established setting, coming under the current ownership in 2008. The club operates from a portacabin, school hall and adjoining facilities. The provision is registered on the Early Years Register and both parts of the Childcare Register. There are currently 30 children on roll. The club is open each week day

from 7.45am to 8.45am and 3.15pm to 6pm, for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. The premises are mainly accessible, with some steps.

All children attend from the school during term-time, but the setting is open to other children in the holidays. The setting is able to support children with special educational needs and/or disabilities and those who speak English as an additional language. The club employs seven members of staff, five of whom hold appropriate early years qualifications. The setting receives support from the local authority and has operational links with the school on whose site the setting is located.

What the setting needs to do to improve further

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

- open up opportunities for children to mix different media and find out what happens when they put different things together such as paint, sand and sawdust
- extend opportunities for parents and other members of the local community to visit the setting to share their expertise.

Inspection judgements

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

Play underpins the delivery of the Early Years Foundation Stage. All children have ample opportunities to play indoors and outdoors, and children learn with enjoyment and challenge. There is a good balance of child-initiated and adult-led play based activities, which support children's good progress towards the early learning goals. The stimulating and well-equipped environment successfully reflects children's backgrounds and the wider community. As a result, children are motivated, interested and keen learners. Sensitive observational assessment is used effectively to identify the next steps in each child's learning and to guide planning. The rich and varied educational programme is delivered by a team of competent, knowledgeable and cheerful practitioners who have a clear understanding of how children learn. Practitioners are well deployed to support children's learning and welfare, and schedules and routines flow with the children's needs. Children have uninterrupted time to play and explore.

From the outset, practitioners build on children's home-based knowledge and experiences to ensure that their learning is extended and challenged. Children happily pursue their own interests and are engaged in a variety of enjoyable learning experiences. Art and

craft activities are popular and children take pleasure making faces out of paper plates, creating caterpillars from egg boxes and using a range of materials such as feathers, foam animal shapes and fabric leaves to express their ideas. Children of all ages develop positive dispositions for learning as they find an interest, explore, experiment and try things out. They remain engaged, make choices, and play collaboratively with their peers. Practitioners employ many different approaches to engaging children in activities and as a result, children remain motivated. Practitioners know the children well, and as a result learning is relevant, varied and progressive.

Adult-led activities, such as junk modelling, provide opportunities for introducing new knowledge or ideas and for developing and practising skills. Practitioners understand that children develop at different rates and skilfully support patterns of development within play. Children adore sensory, tactile play and readily handle glue, glitter, sand and water. However, there is scope to extend children's experiences by opening up opportunities for them to mix different media, to encourage exploration of texture, form and function. Construction play is popular and children build spaceships using a variety of resources. Children are inventive and take pleasure building stories around small world toys including diggers, dinosaurs and action figures. They play cooperatively as part of a group, act out a narrative and dress up in different costumes. Practitioners support children's excursions into imaginary worlds by supplying open-ended resources and readily getting down to the children's level.

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

Care practices are good and children form secure attachments which promotes their well-being and independence. Practitioners offer close and affectionate relationships and consequently all children feel valued and included. Children happily pursue their own interests, and there is a good balance of structured, adult-led activities and child-initiated free play. Children develop a positive sense of identity as practitioners encourage, listen and respond to their communications. The carefully planned environment supports children's choices to be active or to rest. Children gain an understanding of safety as they learn about spatial awareness, using equipment sensibly and applying the club rules. The environment is safe, secure and supportive. Children are content and settled because their health, physical and dietary requirements are well met.

Children display a good awareness of what constitutes a healthy lifestyle. They demonstrate a positive approach towards eating healthily and gain an understanding of the need for physical exercise. Children are very active and relish opportunities to play outdoors. They learn about the impact of exercise and enjoy regular outings around the local area. Children are well prepared for the next stage in their learning because practitioners provide appropriate support to prepare them for their transitions. As part of this, children grow in independence as they learn to do things for themselves. School readiness is a key feature and children learn to express their feelings, use good manners and make decisions. Children are competent at managing their personal needs relative to their ages. They thrive within a warm, welcoming and happy environment.

The effectiveness of the leadership and management of the early years

provision

Concise policies, procedures and strategies are in place to protect children's welfare. Documentation reflects a positive approach to meeting the individual needs of all children, and promotion of equality of opportunity is at the heart of the provision. All children are valued and provision for children with special educational needs and/or disabilities is good. A culture of reflective practice, self-evaluation and informed discussion improves the quality of provision for all children. Practitioners are committed to improving outcomes for every child and building the foundations for future success. As part of this, practitioners are fully supported to improve their professional development. Recommendations from the last inspection have been fully addressed to enhance the learning, development and care on offer. The manager skilfully employs a whole-staff approach and team morale is high.

The provision works successfully in partnership with others to promote continuity of care for children. Feedback from parents indicates the strong level of satisfaction they feel and comments such as 'many thanks for your care and support', 'we really appreciate your help' and 'thank you for looking after (my child) so well' epitomise their views. Although parents are provided with high-quality written and verbal information about their child's day, opportunities for them to visit the provision to share their expertise are not yet fully embraced. Nevertheless, practitioners display a strong commitment to caring for children appropriately for each family. An enthusiastic team of practitioners share a common vision to engaging key agencies and tangible links with the school helps to ensure that learning is purposeful and progressive. This secures children's development and progress across the early learning goals.

Arrangements for safeguarding are robust and the environment is safe, secure and supportive. The provision has established clear management responsibilities in relation to child protection including designating relevant staff. All practitioners know and fully understand safeguarding children issues and how to implement procedures. Robust systems are in place with regard to risk assessments, vetting and recruitment practices and arrival and departure procedures. There are clear strengths in all aspects of leadership and management and the manager, who endeavours to create a 'friendly, loving and happy atmosphere' is dedicated to her role. Children's all-round development and emotional well-being is supported through a range of experiences relative to their ages.

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
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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

Unique reference number	EY387002
Local authority	Warwickshire
Inspection number	878977

Type of provision

Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	30
Name of provider	Anne Catherine Hardy
Date of previous inspection	12/01/2010
Telephone number	07983662898

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Type of provision

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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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