

# K@Boom Before and After School Club and Holiday Club

St. Francis Centre, Sycamore Road, Bournville, Birmingham, West Midlands, B30 2AA

<b>Inspection date</b>	09/04/2013
Previous inspection date	07/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- 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, 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 staff to share ideas for supporting children's learning further.
- There are effective 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

- Group sizes are sometimes a little too large to ensure all children gain full benefit from the very good range of activities.
- There is scope for improvement in the area identified for children to relax or play quietly after activity sessions to further promote their enhanced sense of well-being.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 all playrooms and outdoors, and children having their lunch time meal.
- The inspector spoke to staff and interacted with children throughout the inspection and also held a meeting with the manager and a representative from the board of trustees.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working in the setting and a range of other documentation.
- The inspector took into account the views of parents and children spoken to on the day.

## Inspector

Patricia Dawes

## Full Report

### Information about the setting

K@Boom Before and After School Club and Holiday Club was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a community centre in the Bournville area of Birmingham, and is managed by an organisation. The club serves the local area. There are no accessibility issues at the front of the building; however, there is no lift access to the lower ground floor. The club operates from various rooms within the centre including a hall, a large room with a sliding partition and a further room on the lower ground floor. There is a fully enclosed area available for outdoor play.

The club employs eight members of childcare staff, four of whom hold appropriate early years and play work qualifications. The club opens each weekday during term time from 8am to 8.50am and 3.20pm to 6pm, and also during school holidays for local children from 8am to 6pm. Children attend for a variety of sessions. The club supports children with special educational needs and/or disabilities. It receives support from the local authority.

### What the setting needs to do to improve further

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

- maximise learning opportunities by reviewing the organisation of some activities so that all children have the space and time to contribute
- promote children's well-being further by providing an area for children to be able to relax or play quietly after busy activity sessions.

## 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 club and taking part in the wide range of activities available. They communicate well with their peers and staff, who support and encourage them to develop in confidence and independence. Children are actively involved in choosing how they spend their time at the club. Staff work well to accommodate children's preferences and support their progress by ensuring resources are purposeful and appropriate. Staff have a good understanding of how children learn and develop. They have updated their knowledge in line with the revised Statutory Framework for the Early Years Foundation Stage and adapted their systems for observing children's progress. They liaise well with parents at the start to gain as much knowledge as they can in order to plan

for children's individual interests. Staff members join children in their play and foster children's language development through conversations. The regular spontaneous and photographic observations that staff complete capture significant moments which they include in children's learning journals. Good systems are used to track children's progress so this information can be shared between school, parents and staff. As a result, children make good progress and gain the necessary skills to support their readiness for the next stage in their learning.

The environment is organised well to enable children to explore and investigate. Staff organise the environment to allow young children to be active and improve their abilities in coordination, control and movement. They play table football or pool on the small table, progressing to the larger table as their skills and confidence improve. Staff create a secure environment where children demonstrate a sense of trust and develop warm relationships with adults and peers. Practice is fully inclusive because there is good organisation of resources which promotes inclusion and provides free choice to encourage children's independence in initiating their own play. Children with special educational needs and/or disabilities are enabled to take part in all activities through the use of newly purchased specialist equipment, support from additional staff or ensuring children's favourite games are readily accessible. 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 play a variety of table top games that require them to balance and count. They call friends to join them in a game of snakes and ladders, telling them this is the best game ever. During group activities, most children show good listening skills and respond enthusiastically while listening to a story; however, due to the size of the group, younger children can at times be lost or overlooked in their contribution to the activity.

All children appear emotionally secure; they enjoy their environment, converse freely with staff and visitors and are confident and content. Older children help and support younger children, including them in their play and helping them with activities. For example, younger children 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 artwork and individual children's informative learning journals.

### **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 share relevant information with parents and the school which covers all learning that children have taken part in during their time at the club. 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 two rooms currently used by the club are welcoming and safely set out in clear learning areas; however, children do not have a designated space to enable them to relax, unwind or play quietly after busy activity sessions.

Children are effectively supported to develop a good awareness of the importance of a healthy lifestyle. They enjoy sociable meal times, conversing with their peers and staff as they eat their packed lunches. There are good opportunities for children to become active. For example, they have access to a small outdoor area and take part in indoor activities in the downstairs room, playing team games or using the games console for vigorous dancing sessions. Children also have the opportunity to attend a weekly swimming session at the local pool. 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 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, help to ensure that children are safe. The security of the premises is given 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. For example, staff have attended training for autism to help support children with specific needs. This ensures a broad range of experiences are provided and monitored to help children 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. Any changes made are done so with children's individual needs in mind; therefore, the group's capacity to improve is positive.

Parents' and children's views are sought through discussion and documentation, such as children's learning journals and questionnaires. 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 understand and work in partnership with other professionals and regularly attend the Play Care Network forum. Staff have good links with other settings children attend to support their transitions and to promote continuity in their care and learning, such as the host church and nearby 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 action. 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

<b>Unique reference number</b>	509380
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	877252
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	60
<b>Number of children on roll</b>	175
<b>Name of provider</b>	St Francis Youth and Community Centre
<b>Date of previous inspection</b>	07/07/2009
<b>Telephone number</b>	0121 472 7215

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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, which are usually the childminder's 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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