

Phoenix Childcare @ St Peters

St. Peters First School, St. Peters Church Lane, DROITWICH, Worcestershire, WR9 7AN

Inspection date

Previous inspection date

17/04/2013

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 are confident and enjoy attending this welcoming club. Practitioners know the children well and they are included, valued and respected.
- Practitioners have a secure knowledge and understanding of Early Years Foundation Stage. They provide a good balance of activities to support children's learning through play, discussions and group activities.
- Children are sociable, courteous and well behaved. They form positive relationships with practitioners, and this promotes their well-being successfully.
- Partnerships with parents and the host school are good; this supports children's continuity of care and learning effectively.

It is not yet outstanding because

- Staff sometimes overlook opportunities to maximise on children's creative and critical thinking and enhance their problem-solving skills.
- There is scope to extend the resources available to fully promote children's learning and development during outdoor play.

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 Den, tea time in the hall and outdoor play.
- The inspector held a meeting with the manager and talked to practitioners during the inspection.
- The inspector looked at progress records, planning documentation, evidence of practitioners' suitability, a range of policies and record keeping procedures.
- The inspector also took account of the views of parents, carers and children spoken to on the day of the inspection.

Inspector

Jacqueline Nation

Full Report

Information about the setting

Phoenix Childcare @ St Peters registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is part of Guadet Luce Limited and operates from St Peters CE VA First School in Droitwich, Worcestershire. The group use a number of rooms within the school, including the Den, the Jet classroom and the school hall. There is a fully enclosed area available for outdoor play.

The group provides out of school care for children attending the school. The club is open each weekday during school term times from 7.30am until 8.30am and 3pm until 5.45pm. Currently, there are 53 children on roll, 12 of whom are in the early years age range. The setting employs three members of staff, all of whom hold appropriate early years or playwork qualifications at levels 2, 3 and 4. The out of school club has close links with the host school.

What the setting needs to do to improve further

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

- extend opportunities for children to think creatively and flexibly, solve problems and link and test out their ideas by, for example, increasing the range of construction and puzzle solving activities offered

- enhance the range of resources available to children outside by providing more small equipment to support their physical skills, such as bats, balls and skipping ropes.

Inspection judgements

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

Children are happy, enthusiastic learners who enjoy attending this welcoming setting. Practitioners work closely with the children to make sure they enjoy their time at the club. Children are able to play with friends and relax at the end of their school day. Practitioners have a good understanding of how to engage children in their learning. They fully recognise that children learn through play; planning is flexible and influenced by children's interests and ideas. Children are supported well and make good progress in their learning and development. There is a good focus on promoting children's personal, social and emotional development, and making sure they have opportunities to be active. Older and younger children play well together. They combine their skills when they make a 'spring'

collage display for the room, and use their imaginations by making up their own games.

Children have a warm rapport with practitioners, who know them well and listen with genuine interest to what they say. Practitioners work well together to provide a successful balance of supervision, interaction and support. They are skilful and support children's learning well; they ask them questions to make them think and help children move forward in their learning. Practitioners use their observations well to identify and build on children's abilities and skills, and plan for their next steps in learning. Planning incorporates children's choices, and this helps them feel valued and develop a strong sense of belonging. Practitioners foster children's independence and social interaction. They encourage conversations and talk to children about activities and topics taking place in school. Children's behaviour is good and practitioners provide consistent support to help children share, take turns and consider others.

Younger children are supported well to develop their literacy and mathematical skills. They practise writing their name, learn to recognise letters and enjoy listening to stories. Children learn about numbers, counting and shape names. However, there is room to increase opportunities for children to engage in problem-solving activities, such as completing puzzles or building models, to help them make decisions about how to approach a task, solve a problem and test out their ideas. There is a good focus on promoting children's physical development. The group use the school hall for team games, races and playing 'tag'. Children enjoy their time spent outdoors. Some children like to find a place to chat with their friends, others like to play football, and younger children like to play 'hide and seek' games. However, there are not always enough resources available to make sure all children can play outside with equipment, such as bats, balls and skipping ropes, to fully maximise their physical skills and enjoyment.

Children's understanding of the world is fostered appropriately. Planning includes a range of festivals throughout the year. Practitioners talk to children about the meaning of different festivals and celebrations, such as Chinese New Year and Saint George's Day. This helps children to gain an understanding of the wider world. The key person system works well and helps build strong partnerships with parents. Practitioners talk to parents about their children's achievements and share the progress they are making in their learning. This partnership ensures children continue to gain skills that will support their future learning.

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

Children settle well in this friendly group and develop positive relationships with practitioners and their peers. Practitioners talk to parents at the admission stage and record information about children's individual needs, their interests, skills and abilities. They also talk to the children about what they enjoy doing, and this helps practitioners plan activities to help children feel comfortable and settled. Children have the opportunity to visit the club before they start and, because the club is based within their school, this makes transitions easier for children. They become familiar with the routine and this helps them feel safe and secure.

The environment is well organised to give children space to relax and is generally well resourced to support children's all-round development. Effective use is made of the environment to provide a range of experiences for all children to promote their independence and confidence. Children have opportunities to have quiet times, looking at books and drawing, or to be physically exuberant in the playground or hall. Children's behaviour is good and managed well by practitioners. Children know what is expected of them and the club rules are displayed, encouraging them to be kind to each other. Children's safety is given good priority and they are helped to understand the boundaries for safe play. Practitioners talk to children about taking risks, particularly when playing outdoors, and how to manage these.

The successful key person system and the effective deployment of practitioners ensure that all children form secure emotional attachments, which promotes their well-being and independence. Children talk to practitioners about how they are feeling, and receive a reassuring smile to make them feel supported and special. The key person system also ensures that the younger children's care needs are given good attention. This provides them with a strong base to enhance their confidence and their ability to make choices about their play and learning. Practitioners have very successful partnerships with parents and teachers in the school. This ensures children's individual needs are met and their continuity of care and learning is supported successfully. Inclusion is given good priority and practitioners treat children with equal concern. Practitioners fully recognise the benefits of collaborative working to make sure all children achieve well and reach their full potential.

Children's health and well-being are supported effectively. They have good opportunities to spend time outdoors and gain the benefits from being in the fresh air and being active. Their individual dietary needs are discussed with parents and taken into account at mealtimes. Children develop a good understanding of a healthy lifestyle and eat healthy snacks. They demonstrate a good understanding of managing their own hygiene and personal needs, and wash their hands before meals. Children enjoy being together at tea time, and this is a sociable time when they can sit and chat to their friends.

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

Safeguarding children is given good attention. Practitioners are confident in the effectiveness of procedures regarding allegations of abuse and reporting child protection concerns. They understand and describe their responsibility to escalate any child protection concerns by following the safeguarding procedures. Comprehensive policies and procedures are in place and shared with parents. Vetting procedures are robust and include evidence of suitability checks being undertaken. New practitioners are supported well and the induction process helps them to be confident and able to implement the setting's policies and procedures effectively. The arrangements for appraisals and practitioners' professional development are well considered.

Children's safety and well-being are given good consideration. Practitioners are vigilant; they supervise the children well and give good attention to daily routines and safety

checks. Children's hours of attendance are carefully monitored at the setting. Risk assessment records are in place for the premises and outdoor areas, and this ensures a safe environment is provided. Effective procedures are in place to record any accidents involving the children or any medication administered.

The setting has embraced the changes to the Early Years Foundation Stage Framework and demonstrates a secure understanding of how to meet the welfare, learning and development requirements. Planning and evaluation of activities is good and ensures that children are making progress in all areas of learning. Practitioners use the guidance available to good effect to monitor children's progress, and plan for any gaps in their learning. Effective collaboration between all partners involved in the children's care ensures good progress in their learning and development. Parents speak positively about the club, and how their children are happy and keen to attend. They say practitioners are friendly, and they like the good focus placed on outdoor play and healthy eating.

The setting recently re-registered due to a change in ownership status, with managers and staff remaining in post. The stable and committed staff team provide good continuity in children's care and learning, supported by effective management. Practitioners reflect on their practice and can identify their strengths and areas for development. They are keen to further improve the play and learning environment for children, and gather the views of parents and children to help them achieve this.

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

Unique reference number	EY453862
Local authority	Worcestershire
Inspection number	889022
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	53
Name of provider	Gaudet Luce Limited
Date of previous inspection	not applicable
Telephone number	07837 071 368

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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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