

Tower Club

Blacko Primary School, Gisburn Road, Blacko, Nelson, BB9 6LS

Inspection date

01/05/2013

Previous inspection date

09/01/2012

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

- Children feel safe and secure and enjoy their time in a friendly, stimulating environment. The educational programmes provide interesting and challenging experiences to promote children's learning and development as they progress towards the early learning goals.
- The effective implementation of the welfare requirements means that children's safety and welfare is promoted consistently.
- Partnerships with parents are strong and ensure that children's individual needs are identified to support their development.
- Children's individual care needs are met well by the staff, who take great care in getting to know the children, who attend. Consequently, children settle quickly and enjoy their time at the setting.

It is not yet outstanding because

- Self-evaluation is not yet rigorous enough because it is not used to set sufficiently challenging targets for improvement.
- Systems for performance management are not yet fully embedded to ensure that staff benefit from an effective programme of professional development that will consistently improve their knowledge, understanding and practice.

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 main school hall.
- The inspector spoke with the manager and staff at appropriate times during the inspection.
- The inspector looked at daily records, policies and procedures and activity planning.
- The inspector also took account of the views of parents spoken to during the inspection.

Inspector

Wendy Fitton

Full Report

Information about the setting

Tower Club is managed by a committee and was registered in 2003. The club operates from the main school hall in Blacko Primary School in Nelson, Lancashire. The club is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. Children have access to the secure enclosed school playground.

The club is open for before and after school care, Monday to Friday, term time only. Sessions are from 8am to 8.50am and from 3.15pm to 5.15pm. The club serves the families and children of the host school and they attend for a variety of sessions. There are currently 38 children on roll, of whom five are in the early years age range. The club employs two members of staff to work directly with the children and both have level 3 qualifications in childcare and work as joint managers.

What the setting needs to do to improve further

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

- embed the use of self-evaluation to specifically target plans for improvement
- consolidate and extend the arrangements for staff appraisals by sharply focusing on the impact of staff's practice and linking this to a targeted programme of professional development.

Inspection judgements

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

Staff have a clear knowledge of the seven areas of learning and are working closely with teachers in school to complement children's learning and progress. They provide a range of activities that capture children's interests and therefore, support their physical, personal and social development. Staff know their key children well and help them to settle into the group, so that children grow in confidence and feel secure. Staff observe what children like to do and respond to their interests using the information gathered from parents on entry to the club. Parents and staff share information at the end of sessions for continuity of care and learning.

Activities that are provided cover the seven areas of learning and support children in making good progress towards the early learning goals. Children develop their physical skills as they access the flexible outdoor provision and move freely around the

environment. They use small tools and equipment. For example, they draw, build and construct with bricks and blocks and learn to move and handle equipment and tools effectively.

Children develop their communication and language skills well as they maintain attention, concentrate and sit quietly when making models and drawing pictures. They listen to and respond to instructions and ideas from adults, when making a plan for their space rocket and talking about their favourite super-hero. Children use complex sentences and talk, to connect ideas about what is happening and can retell a past event. They describe, explore and create shapes and use mathematical language to describe them.

Children have uninterrupted time to play and explore. They are deeply involved and maintain a focus on things that interest them. Staff pay attention to how the children engage in the activities and help and support them to do what they are trying to do. They support children's confidence with words and body language. Staff join in play sensitively fitting in with children's ideas. Children are supported to choose activities of their choice. Staff encourage children to talk and give them time to think and talk. Children are encouraged to describe things and talk about what they are doing.

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

Children are well-settled and feel secure in their environment. Staff are sensitive to individual children's needs and respond accordingly. Children are secure with the routines and rhythms of the sessions and play confidently in their chosen activity. Staff recognise when children need support during their play and engage in conversations to develop their speech and language. By linking closely with parents, staff know all about children's likes, dislikes and individual welfare needs. Staff support children during their settling-in time with one-to-one care and a nurturing approach. The effective key person system ensures that all children are valued and included in all aspects of the group. This enables children to feel safe and form secure attachments with adults.

Children understand the importance for good health for keeping healthy and safe. They manage their own basic hygiene and personal needs successfully. Children engage in preparing foods for their snack. Staff encourage children to be active and energetic by organising lively games and outdoor physical activities. Children show friendly behaviour and play cooperatively in a group to form good relationships with familiar adults and peers. They develop their self-confidence and can select resources with help. Children enjoy responsibility of carrying out small tasks and help to tidy toys away. They feel good about themselves as they are praised and encouraged by staff. Children enjoy a healthy, balanced diet and all dietary needs are respected and met. They enjoy healthy snacks and regular drinks to support their physical well-being. For example, they make healthy choices from fruit, vegetables and bread products and become independent as they make their own decisions about when they need a drink or a snack.

Children learn about safety and taking risks. Staff gently remind them to be careful when moving around their space and when using pieces of equipment and toys. Children are secure as they respond to positive praise and encouragement from adults. They learn

about expected behaviours through positive reinforcements from adults. Staff encourage self-discipline and discuss any unwanted behaviours at children's individual level of understanding. Children learn to respect and value each other. They help and support new children to the group to settle into the routines. Children make smooth transitions into the club, as a result of the 'buddy system'. Older children spend time with younger children, helping them with new activities and getting to know each other.

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

The group is well organised. Existing policies are currently under review, in line with the current Statutory Framework for the Early Years Foundation Stage and those in charge have made a good start in developing a range of management systems to support quality practice. Monitoring and self-evaluation is not yet fully robust in setting challenging targets for future improvements. The managers are committed to developing practice and ensuring continuous improvement. The self-evaluation process is ongoing following a recommendation from the previous inspection and the managers have identified the setting's strengths and continue to update and review existing policies and practice. Staff appraisals and supervision do not consistently focus on the impact of staff's practice, in order to provide a systematic approach to their continued, professional development.

Staff understand their responsibilities to meet the safeguarding and welfare requirements to protect and safeguard children. The arrangements for safeguarding children are sufficient and the staff are sensitive to any events or changes that may affect their safety. Any immediate action is taken to address concerns through child protection agencies and notification to Ofsted. Children's good health and safety is promoted as staff follow clear procedures. The premises are clean, tidy and well maintained through the school's health and safety programme. The equipment and resources are safe and suitable to meet the needs of the children attending. Risk assessments and a record of visitors are in place and clear booking in and out systems are followed. These ensure that children are safe and protected.

There is a good overview of the curriculum to ensure a varied range of experiences are provided that help children progress towards the early learning goals. There is close liaison with the reception teacher from the school to support this. Children's needs are identified through partnerships with parents, the teaching staff and other professionals when requested. Parents are consulted everyday through verbal feedback and a notice board is displayed for them to access. Children's learning records are accessible to them. Therefore, parents are aware of what is happening during routines and activities. Information is gathered from parents at the start of the placement and this is used by the staff team to plan for children's activities. This ensures that children are supported and the staff can identify any support needed, so that no child is disadvantaged. Parents' comment very positively about the club and state that the provision enables them to work, that children are happy, safe and well cared for. Parents state that the club is well organised and staff take time to talk to them and share important information. Partnership with other professionals, including class teachers delivering the Statutory Framework for the

Early Years Foundation Stage, is effective to promote continuity in children's care and 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 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	EY233136
Local authority	Lancashire
Inspection number	819617
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	38
Name of provider	Tower Club Committee
Date of previous inspection	09/01/2012
Telephone number	01282 616 669

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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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Piccadilly Gate
Store St
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M1 2WD

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