

Club 0-5 Ltd

Club 0-5 Ltd, Halesfield 20, Unit A, TELFORD, Shropshire, TF7 4QU

Inspection date	10/06/2013
Previous inspection date	12/10/2009

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

- Staff recognise the uniqueness of each child and plan well for their individual needs, likes and interests and therefore all children make good progress from their starting points.
- Effective partnerships with parents and carers ensure they are kept well informed about the setting and about all aspects of their children's care and progress.
- Fostering the children's personal, social and emotional development is given a good emphasis in their work with the children. Consequently, all children, including babies and those with special educational needs and /or disabilities, are valued, happy and well settled.
- The strong leadership team use robust systems to monitor the children's care and education and effectively support staff to improve their skills and qualifications to further enhance children's learning and development.

It is not yet outstanding because

- All staff do not always fully utilise the broad range of resources available, to offer increased choice and further enhance learning experiences.
- There is scope to develop further opportunities for children to explore mathematical ideas and numbers in the role play, sand and water, to further enhance learning.

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 all of the play rooms and the outside learning environment.
- The inspector held a meeting with the registered individual and the manager, and conducted a joint observation with the manager.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account the views of parents and carers spoken to on the day.

Inspector

Parm Sansoyer

Full Report

Information about the setting

Club 0-5 Ltd originally opened in 1997 and was registered under new management in 2006. It operates from a single storey building in Halesfield, which is a light industrial area of Telford, Shropshire. All children share access to secure enclosed outdoor play areas. The setting serves the local and wider communities. It is open each weekday from 7.30am to 6pm for 51 weeks of the year.

The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 64 children on roll in the early years age group. They also provide a holiday club during the school holidays for children up to eight years, there are currently eight children on roll from five to eight years. The setting is in receipt of funding for nursery education for children aged three and four years. The setting supports special educational needs and /or disabilities.

There are 12 members of staff employed. Of these, one holds a Qualified Teacher Status and is working towards the Early Years Professional Status, one holds a qualification at level 6 in early years, one holds a qualification at level 5 in early years, 7 hold a qualification at level 3 in early years and two hold a qualification at level 2 in early years. The setting 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:

- enhance further choice and children's learning by more fully utilising the broad range of resources available

- incorporate more fully, opportunities for children to explore mathematical ideas and numbers in areas, such as, the role play, sand and water, to further enhance learning.

Inspection judgements

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

Children are cared for in rooms according to their age and stage of development. Assigned key staff use observation and assessment well to provide for children's interests and build on their progress. Consequently, all children, including those with special educational needs and /or disabilities, are supported well to acquire new skills and to be ready for their next stage of learning. Parents contribute to the children's assessments through

sharing their own observations about their children's development, which are used well by staff to inform plans.

Staff caring for children under three years, place a clear emphasis on supporting the children's development towards the three prime areas of learning. Therefore, these children make good progress in their personal, social and emotional development, communication and language and their physical development. For example, staff caring for children under two years, provide an interesting and well equipped environment which is used well. The positive, close and warm relationships fostered means children who are new to the setting, separate easily from their parents and carers and settle quickly. All staff make good use of singing, actions songs, books, flash cards and musical instruments to capture the children's interest and promote their communication and language.

Staff provide daily opportunities for all children to be physical indoors and outdoors as they confidently use the broad range of physical play resources available. For example, indoors, babies who are not yet mobile have safe cosy areas which have been developed to encourage them to roll, sit, stretch and grasp objects. The more able babies use resources, such as, push-along toys, rockers and soft play to encourage them to crawl, stand and walk. Children in the toddler room also benefit from a good range of experiences and staff use the outdoor area well to offer opportunities for children to be physical, creative and imaginative. For example, children handle tools as they explore the play dough and others are busy making large movements as they use brushes with water on the wall.

Staff place a clear emphasis on introducing new ideas and experiences for children. For example, topics, such as, 'Farm animals', 'People who help us' and 'Under the sea' are used well to reinforce new ideas, concepts and vocabulary. Staff use relevant books and songs linked to the topic to reinforce learning and enjoyed by the children. Staff provide a good range of resources for children to build secure foundations for early literacy. All children have good opportunities to make marks indoors and outdoors, such as, using paint, crayons, chalk and the writing areas. Staff place a clear emphasis on helping more able children consider the initial sound of words and linking sounds and letters. For example, in pre-school, children begin to rhyme words and recognise the initial sound for their name and others.

Children have good meaningful, first-hand experiences to learn about people and the natural world. Children enjoy handling and caring for the pet hamsters and fish and learn to show concern. They closely observe living things as they grow and change. For example, children have followed the life cycle of the butterfly, frog and stick insects. They thoroughly enjoy gardening and learn about the importance of fresh produce as they plant and care for a variety of vegetable, fruits, flowers and herbs. Children learn about the importance of caring for their environment as they recycle paper, card and plastic. Staff plan good opportunities for children learn about their diverse community through themed activities as they celebrate a variety of religious festivals. For example, for Chinese New Year children visited the local Chinese restaurant, tasted Chinese food and learnt about the festival through a range of dressing up, resources and books.

Children's mathematical learning is fostered well and children show a keen interest in

shape, pattern and size during their play. In addition, the computer is used to reinforce these mathematical ideas and problem solving skills. During baking activities children learn to measure, weigh and count. Children use the sand, water and role play areas to play creatively, but staff do not often enough incorporate a mathematical element, such as, weight, measures, capacity and numbers, to further enhance their mathematical learning.

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

Children are happy, confident and enjoy their time at the setting. Staff place a real emphasis on working closely with parents and carers and getting to know the children and their families. For example, photos of the children's families are displayed in the rooms, which helps foster a sense of belonging. In addition, the well-embedded assigned key person system means adults know the children well. For example, staff in the baby room follow children's individual routines to ensure their care is carefully tailored to meet their individual needs. Children behave well, cooperate and share with each other, because staff adopt a positive and consistent approach to behaviour management.

The resources are of good quality and the rooms are clean, bright and welcoming; and are used well overall, to achieve planned goals in learning and development. However, there is scope for staff to make better use of what is available. For example, by making the computers, water and sand freely available in the pre-school room, and a broader range of resources accessible in the role play area and in the toddler room, to further enhance choice and children's learning.

Staff place a good emphasis on children learning how to stay safe. For example, children in pre-school weekly visit a nearby Forest School site where they learn about how to stay safe around the 'fire circle' and learn about dangers, such as, wild mushrooms and the rules in place for their safety. In addition, they have visits from the fire brigade, police, dentist and nurse to reinforce safety and need to keep healthy. The daily routine is organised well to ensure all children, including babies, benefit from the access to the outdoor environment to be active daily. Children benefit from the freshly prepared healthy, balanced and nutritious meals and snacks. All first aid, medication and accident requirements are met to secure the children's' health and well-being.

Children benefit from a tailored settling-in process according to their individual needs and consequently, they are well prepared for transition within the setting. Staff place a strong emphasis on preparing children for school as they work with the local and surrounding schools to share information and conduct visits, where possible, to help children become familiar with the school staff and environment.

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

Since the last inspection, there have been changes to the leadership and management team. The registered individual took on the role of manager in August 2012 and has worked closely with the deputy, to coach her into the role of the manager. The deputy, very recently, has taken on the role of the manager and there is now a new deputy in

post. The registered individual is still closely involved in monitoring and supporting them both. They are all well experienced, qualified and roles and responsibilities are clear ensuring the smooth running of the setting and good overview of the educational programmes.

The leadership team place an appropriate emphasis on supporting staff to attend further training and increase their qualifications to further raise their skills to continue to support children's learning and development. Robust, tailored supervision results in them clearly identifying staff who may need additional coaching and support to further enhance practice. Good progress has been made since the last inspection and all the recommendations successfully addressed. For example, health and hygiene routines, in relation to hand washing, bedding and drinking water, have improved and children have more opportunities to increase their self-help skills. Effective self-evaluation and clear improvement plans ensure the staff and the leadership team work well together to continually seek improvement.

Children move freely and safely, due to staff carrying out daily checks of the environment and the written risk assessments in place ensure all areas are safe. All staff know and understand clearly their roles and responsibilities, in relation to safeguarding children and reporting concerns. In addition, there is a clear 'Whistle blowing' policy in place, understood by the staff team. There are effective vetting procedures in place to ensure adults caring for children are suitable to do so. All the required records, policies and procedures to ensure the safeguarding and welfare of children are in place and up-to-date.

Parents and carers are kept well informed through regular newsletters, daily discussions, written dairies and useful information displayed about the topics and the curriculum. Parents and carers spoken to on the day of the inspection, indicate that they are very satisfied with the service provided. The link between home and the setting is strengthened through strategies, such as, children taking home the soft toy, photos and return a written diary, the 'Home reading scheme' and parents coming to 'Stay and play' sessions. Collaborative working with the local feeder schools, other settings, professionals and agencies, involved with the children, helps to support the children's education and care needs.

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	EY338012
Local authority	Telford & Wrekin
Inspection number	918829
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	114
Number of children on roll	72
Name of provider	Elizabeth Joan Smith-Keitley
Date of previous inspection	12/10/2009
Telephone number	01952 586400

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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
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