

Treetops Kids Club

Mereside C of E Primary School, Childrens Way, SHREWSBURY, SY2 6LE

Inspection date

12/06/2013

Previous inspection date

06/11/2008

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children make satisfactory progress towards the early learning goals, as a result of the activities, experiences and opportunities provided.
- Behaviour is well managed through effective strategies and realistic expectations. As a result, children are developing an understanding of acceptable behaviour.
- Activities help children to develop skills in communication and language and in their physical, personal, social and emotional development.
- Children are kept safe and secure, allowing them to develop an awareness of how to keep themselves safe.

It is not yet good because

- Information from observations and assessments is not used effectively to provide children with sufficient challenge in their learning to ensure that they make best progress. Furthermore, information about their progress is not shared effectively with children's parents and schools to keep them informed of their progress and to promote continuity.
- Information about children's progress is not shared effectively with parents and schools that children attend, to keep them informed of their progress and to promote continuity.
- The strengths and weaknesses of the club are not effectively identified through thorough self-evaluation, in order to drive forward improvements.

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 spoke with children in the early years age range and joined their activities to understand their enjoyment and engagement in the setting.
- The inspector observed activities in the main playroom and outside.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at children's observations, planning documentation, and a selection of policies and children's records.
- The inspector conducted a joint observation with the deputy manager, and he also spoke with the manager throughout the inspection.
- The inspector took into account the views of two parents spoken to on the day.

Inspector

Scott Oliver Thomas

Full Report

Information about the setting

Treetops Kids Club was registered in 1995 and is located on the site of Mereside C of E Primary School. It is a privately run provision in the Springfield area of Shrewsbury in Shropshire. The club operates from a demountable building with two main playrooms, toilets and storage facilities, shared with another early years setting. Outdoor play facilities are available with access to the school playgrounds and playing fields.

The club operates Monday to Friday between 3pm and 6pm during term time and 8am until 6pm during school holidays. Children can access a variety of sessions and most are pupils of Mereside C of E Primary School and St. Giles C of E Primary School. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 17 children on roll. Children with special educational needs and/or disabilities are supported.

Six members of staff work directly with the children during the sessions. Of these, five hold a recognised early years qualification at level 2 or above, including one qualified teacher. The club receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- make systematic observations of children's learning and assess their progress across the seven areas of learning in relation to their age and stage of development and use this information to plan the next steps for each child so that they make good progress
- seek to complement learning in settings in which children spend more time, for example, by extending partnership working with the local schools which children attend, to obtain a fuller picture of children's next steps in their learning, so that these can be supported in the club
- ensure that parents are kept up to date about their children's progress.

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

- implement more effective processes for self-evaluation in order to: identify areas for development; put in place an action plan for improvement; seek the views of parents and children.

Inspection judgements

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

The provision offers a reasonable variety of developmentally appropriate games, toys and activities that are independently accessed by all children. The resources are appropriately organised in labelled units and are appealing to all age ranges. For instance, there are a number of computers offering a variety of software packages, games and art materials, which allow children to create props to support their play, such as jewellery for imaginative play. Consequently children make satisfactory progress towards the early learning goals.

Staff support children's play adequately which allows their play experiences to become fulfilling for most children. Adults allow children to spend much of their time leading their own play. This is supported through basic planning of enhancements to the continuous provision, which provides children some access to the seven areas of learning. As a consequence children are making steady progress towards the early learning goals. Most of children's Early Years Foundation Stage experience is provided at the two local schools and on-site nursery setting. One adult works both within the nursery and the club. As a result, a minority of children's early learning experiences are enhanced through these effective partnerships and information sharing. However, this successful partnership has not been replicated with schools, therefore staff do not have a good knowledge of some

children's progress or how best to complement the learning they receive in these other settings.

The majority of staff have a sound knowledge and understanding of the learning and development requirements. Observations are basic, they provide practitioners with an awareness of the progress children are making. However, they are not yet skilled in using documents, such as Development matters in the Early years Foundation Stage to ensure children are making good progress overall within the Early Years Foundation Stage. Practitioners do not consistently use the observations they make to effectively plan specific experiences to meet individual children's learning needs. This means that overall, children make satisfactory, rather than good, progress. The lack of rigour in the observation and assessments process does not enable productive information to be shared with parents and other providers, regarding children's progress. Children with special educational needs and/or disabilities are supported well within the setting as staff have a good understanding of children's needs and how to meet them, although this can be further improved with increased partnership working with the school.

Children are generally engaged, motivated and able to think critically, such as when they make links between new achievements and their own interests in football while playing outdoors. When new children start at both the school and the club they are supported to develop the skills they need for the next steps in their learning, such as their personal, social and emotional development, through a mentoring scheme of older children inducting new children. The key person system is well embedded there are emerging relationships with parents and strong relationships with the on-site nursery which has resulted in a triangulated approach to contribute to the assessment of children's starting points on entry to the setting for some children.

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

Children make smooth transitions both when they start at the club and when they arrive daily. The information recorded prior to children starting the club is appropriate and gives a clear overview of children's needs. As a result of there being a continuity of adults, children develop secure relationships. Some children form these relationships quickly as adults work both within the onsite nursery and the club. Children are generally independent although they seek adults out for support and comfort if required.

Independence is promoted through the free choices children make. For example, children design menus, identify resources, choose activities and take control of their own learning, such as making jewellery following a demonstration by adults. Healthy snacks are served and children understand the consequences of an unhealthy diet. This has been supported through promoting healthy food choices. There are daily opportunities for children to exercise using the extensive school grounds or when playing games, such as football. The deputy ensures a balance of activities are available at each session and throughout each half term. These activities are linked to the seven areas of learning and staff use them to support the acquisition of skills for children in the prime areas. The vision of the setting is generally good for all children and practitioners. Staff are enthusiastic and they demonstrate this in how they engage with children. As a result children are generally

motivated by most adults. For instance, children seek out adults to join in with their experiences and games. Children are learning respect for others feelings, for example, when children invite others to join their play and they refuse to do so, or when play is interrupted by other children's ideas. The setting employs positive rules and behaviour management strategies. As a result, children learn what is acceptable behaviour, as demonstrated in a turn-taking system for the computers. The club has a commitment for all children to be, and feel included within the experiences it provides. These experiences are varied and the inclusive nature of the provision is extended out into the local community where children have gained a secure knowledge of the world within which they live and of the people with whom they share their community.

The environment is familiar and children are encouraged to explore it by undertaking their own risks and taking accountability of their own safety. The safety of children is given a high priority and protected through constant supervision. Action has been taken to improve the premises following deterioration of the building. As a result, children's safety and welfare is suitably maintained. The building is cleaned thoroughly by both the club and onsite nursery, who have an agreed program of cleaning duties. Recent steps have been implemented to improve cleaning duties through a rota scheme. The identification of all visitors is checked and there are security systems in place to prevent the entry of any intruders.

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

The setting has robust systems in place to protect the children in their care. All staff have an up to date knowledge of local child protection procedures and know who to contact should they have any concerns. Staff are suitably vetted and checked to ensure their suitability to work with children and young people. Recruitment procedures have led to a range of staff who offer a variety of expertise, including the ability to support children within the Early Years Foundation Stage as an early years practitioner. Staff are given a clear induction which results in them having a clear understanding of how to work within the setting safely. The leader has an ongoing commitment to checking their suitability through regular meetings with staff. Written procedures are effective and the organisation of the setting means the safeguarding and welfare requirements of the Early Years Foundation Stage are understood by the leader and are met. All staff have knowledge of, understand and implement these procedures consistently. For example, staff have a uniform approach to managing behaviour within the setting and, as a result, children's behaviour is generally good. Medical needs and accidents are managed well through clear recordkeeping, recently updated following staff training.

The environment is safe and secure and promotes children's good health through written, daily risk assessments which also cover outings. Staff are briefed on how to keep children safe throughout the session, faulty equipment is removed and disposed of and generally meets safety standards. The club is on a no-smoking site and has a written policy to support this. Children's attendance is recorded in daily registers and children are only released to authorised adults. Staff are appropriately deployed within the setting to keep children safe.

Trained staff have a sound understanding of the curriculum. There is some monitoring of the educational programmes, to ensure children are making satisfactory progress and a range of experiences are provided. Recent changes in observations and planning have led to planning and assessment processes that are still in the early days of supporting all children's skills, abilities and good progress. The leader and deputy understand the need for partnerships with parents. However, they have not yet taken the necessary steps to strengthen the emerging relationships they have with parents and schools to share transitional information and share the progress of children. This does not promote continuity in children's learning.

Self-evaluation is in its infancy and lacks rigour as has not been fully embraced by leaders to reflect the setting's strengths and areas for development. Furthermore, the views of parents and children have yet to be incorporated so that they have a voice in future developments. Quality improvement is supported by the setting's engagement with the local authority. Since the last inspection the setting has made satisfactory progress in improving the quality of the early years provision by meeting previously set recommendations. For example, there is now a policy and procedure to underpin the safe administration and recording of medication administered to children. Staff also have an extensive knowledge of how to safely administer medication.

Performance management is led by the leader as shown by regular supervision and meetings. This identifies staff's strengths and areas for development. The setting is able to access a variety of training opportunities, which has a positive impact on the care offered to children. For example, staff now have an up to date knowledge of issues, such as accident prevention.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	511155
Local authority	Shropshire
Inspection number	920566
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	17
Name of provider	Julia Lewis
Date of previous inspection	06/11/2008
Telephone number	01743 358427

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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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