

Superstars Activity Club Quorn

St. Bartholomews Primary School, Willowcroft, Quorn, LOUGHBOROUGH, Leicestershire, LE12 8HQ

Inspection date	09/07/2013
Previous inspection date	23/01/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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

- The manager and practitioners create a warm and welcoming environment where children settle and enjoy themselves at the club.
- Practitioners are effective role models and relationships are strong at all levels. Children behave well, demonstrate respect for each other and play harmoniously together.

It is not yet good because

- The organisation of records is not fully effective to ensure all practitioners' training and suitability details are readily available and efficiently used to manage the setting.
- Systems developed with school for the sharing of information are not fully effective in ensuring all relevant details regarding individual children are passed on. This potentially prevents staff from ensuring children's care needs are fully understood and met.

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 checked evidence of suitability and qualifications of practitioners working with the children and the provider's documentation.
- The inspector observed children in free-flow play.
- The inspector spoke with the manager and the other practitioners at appropriate times throughout the observations.
- The inspector spoke to parents of the children who attend the out of school provision.

Inspector

Tina Garner

Full Report

Information about the setting

Superstars Activity Club Quorn was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from four rooms within St Bartholomews Primary School, Quorn in Leicestershire. The group also have access to the school's outdoor play areas. Children attend from St Bartholomews School. The provision is accessible to all children.

The setting employs four members of childcare staff. Of these, two hold appropriate early years qualification, one at level 3 and one at level 2. The setting opens Monday to Friday, offering a breakfast club in the morning from 7.30am until 8.55am and after school care each evening from 3pm until 6pm during school term times only. There are 43 children on roll. Of these, 10 are in the early years age range. Children from four years to 11 years of age attend the setting. Children attend for a variety of sessions.

What the setting needs to do to improve further

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

- improve the organisation of records to ensure they are easily assessable and readily available to ensure the safe and efficient management of the setting.

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

- ensure that the existing systems for exchanging information with the school are used consistently with particular regard to sharing information about injuries children sustain during the school day.

Inspection judgements

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

The staff team create a welcoming, and interesting environment for children to relax and socialise in, after their school day. Appropriate use is made of the outdoor facility where the club is situated, to present a suitable range of activities and physical play experiences that children thoroughly enjoy. These complement and support children's learning experiences at school in a relaxed and calm environment where the emphasis is on having fun and being physically active. As a result, children are appropriately supported in making progress in their learning and development and are building on the skills they acquire at school.

Children arrive calmly after their school day and immediately choose what they are going to play with from the selection of toys set out. They play happily together in small groups chatting as they sit on the floor and join in various card games. Practitioners are generally well organised and move between small groups of children, involving themselves in their play, making suggestions and offering help when needed. Children socialise very well, sharing and forming friendships across the different age groups. They build confidence and independence as they work together in small groups, take part in team games and seek advice in practical situations from older children. For example, younger children ask older children how a game works and the rules for joining in. Older children are happy to offer advice and practical help demonstrating which cards to place next. This encourages children's skills in talking and listening and working together. Children enjoy physical activity as they access the outdoor area and take part in team games. They use physical skills, such as coordination, balance and aim, as they dodge and catch the basketball. They work well as a team and follow the practitioner's clear explanation about rules and behaviour.

Practitioners are aware of each child's individual levels of attainment as they regularly share information with parents and class teachers. Consequently, they pitch activities to help children make progress. They work in partnership with teachers and make observations as children learn through play. This demonstrates that children are progressing as they are provided with an appropriate level of challenge.

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

Children are relaxed and comfortable in the setting. They display warm relationships with the staff and each other, chatting away happily and engaging in cooperative play. The club operates from their school and therefore children are very familiar with their surroundings. This makes it easy for children to make a smooth transition from their classroom to the club. Each child has a key person who helps them to settle in and ensures that their needs are known and met.

Children's friendships formed at school continue at the club. They play harmoniously and cooperatively together, such as sharing construction objects whilst creating their own designs. Children's behaviour is good and they adhere to the boundaries and expectations consistently set and managed by practitioners. On odd occasions children are gently reminded by practitioners about the club rules, to which they respond quickly. Warm and secure attachments exist between the children and practitioners. Children enjoy the company of adults and happily engage in various activities with them. For example, children and practitioners play board games together, talking about the game rules and negotiate whose turn it is next.

Each child's personal likes and dislikes are respected and catered for. Practitioners know the children well and talk about them with genuine respect and care. They value their backgrounds and encourage them to value each other and celebrate their differences. Children display a clear awareness of responsibility within the setting. For example, children happily line up to go outdoors, they walk sensibly along corridors, stopping along

the way to wash their hands. They relish in opportunities to help practitioners by opening doors and carrying equipment. This also helps them develop their self-help skills.

Children's health is appropriately supported. Parents provide key information to the setting to ensure that children's individual requirements are known and understood. For example, food allergies are fully discussed to ensure that children receive a suitable meal and drink. Children enjoy spending time outdoors in the fresh air and take part in activities to develop their physical well-being. For example, they enjoy shooting hoops into the basketball nets, playing football and exploring tents and tunnels. They eat healthy snacks, such as fresh fruit and wraps with salad and fresh drinking water is readily available. Tea time is a relaxed, social occasion when children sit together to enjoy their food and each other's company. Children are encouraged to follow good hygiene routines and are competent at managing their personal needs.

Children learn about staying safe through daily routines and discussions. Their understanding of safety is further enhanced as they learn about fire safety. They know the procedure for evacuation in an emergency and the manager regularly practises this with them. As a consequence, children show an awareness of personal safety. Indoor and outdoor space is effectively organised to provide a stimulating and welcoming environment for children. Resources are successfully deployed and are easily accessible, which helps to foster children's choice and plays an active role in their learning.

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

Practitioners and management have a suitable understanding of their responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation Stage. Practitioner recruitment procedures ensure that adults who work with the children are suitable to do so and hold relevant childcare qualifications to their post. Children are unable to leave the setting without any authorised adult because practitioners are vigilant about closely monitoring who has access to and from the main door of the building. Daily risk assessments are completed before children arrive at the club to minimise hazards which creates a safe and welcoming environment for them to explore and investigate.

All practitioners have attended safeguarding training and know who to contact should they have any concerns. A suitable range of written policies and procedures, which are adhered to by practitioners, underpin the running of the club and accurately maintained records systems are in place. These documents are available to parents and inform them of the service provided, which helps the club to maintain a suitable provision for the children. The manager is beginning to monitor the records she keeps. However, records regarding some staff suitability and the training they have attending are not sufficiently organised and stored effectively to ensure that they are easily accessible and available for the safe management of the setting, and to help ensure the needs of all children are met.

Practitioners have a sufficient understanding of their responsibilities in meeting the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Regular meetings throughout the week and discussions held at the

beginning of each session, enable them to discuss which activities went well and what improvements can be made to benefit children. Practitioners also understand the importance of involving children and parents, valuing their ideas, suggestions and contributions. Practitioners record and assess short observations relating to what children enjoy and how they are developing, linking their knowledge to the resources and activities they plan. The club is appropriately equipped with a suitable range of resources, equipment and play materials, that staff creatively set out to attract and interest children.

Systems for managing practitioners' performance have been recently established. Training needs have been identified through annual appraisals and some courses have already been undertaken. For example, two practitioners now hold a Paediatric First Aid and unqualified practitioners are working towards a level 3 qualification in childcare. As a result, children benefit from practitioners increasing their knowledge and skills in childcare and development. The manager and practitioners use informal self-evaluation to identify their strengths and weaknesses to help promote the improvements over time. For example, all actions and recommendations made at the last inspection have been satisfactorily addressed.

Generally suitable links with the school the children attend and regular meetings with the teachers have been established. This supports key workers in monitoring children's learning and development stages and enables them to complement school activities to increase their learning. However, procedures for sharing information pertinent to individual children's care and well-being are not consistently followed to ensure children's needs are always clearly understood and met.

Practitioners have generally sound relationships with parents. They provide a flexible service and communicate with parents about their children's development and welfare needs appropriately. Parents spoken during the inspection comment favourably on the club and state that their children enjoy attending. They are pleased with how information is shared and that their children are happy and enjoy their time at the setting.

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	EY449039
Local authority	Leicestershire
Inspection number	921041
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	43
Name of provider	Superstars Activity Club Limited
Date of previous inspection	23/01/2013
Telephone number	07854 451904

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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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