

# Silver Fox Care Club

Wolstanton High School, Milehouse Lane, Newcastle, Staffordshire, ST5 9JU

## Inspection date

Previous inspection date

12/09/2013

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

- Activities and planning reflect children's choices and interests. This means that children's voices are valued and listened to, and results in them making good progress in their learning.
- Children are happy, safe and secure and have formed very good relationships with staff and one another. This promotes a positive sense of belonging for all children.
- Behaviour is good as children take ownership of the ground rules which they have identified as important to them.
- Partnerships with parents, carers and other providers are highly successful, ensuring that children receive appropriate support from all those involved in their care and learning.

### It is not yet outstanding because

- Children do not always have a cosy book area available to them to provide them with a quiet space to rest.

## 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 carried out a tour of the indoor and outdoor rooms and areas utilised by the club.
- The inspector observed a range of activities taking place indoors.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector examined a range of documentation including planning, staff recruitment and suitability, and risk assessments.
- The inspector took into account the views of parents spoken to during the inspection and written feedback through the setting's questionnaires.

## Inspector

Sharon Lea

## Full Report

### Information about the setting

Silver Fox Care Club was re-registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated on the site of Wolstanton High School in Newcastle, Staffordshire, and is privately owned and managed. The club serves the local area and is accessible to all children. It has the use of a number of classrooms, the school gymnasium, playgrounds and fields for outdoor play.

The club employs five members of childcare staff, four of whom hold appropriate early years qualifications at level 2 and 3. The club opens Monday to Friday for 51 weeks of the year. Sessions are from 7am until 9 am and 3pm until 6pm during term time, and 7am until 6pm during school holidays. There are currently 60 children on roll. Children attend for a variety of sessions.

### What the setting needs to do to improve further

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

- support children to relax and freely access a range of books, for example, by developing cosy areas with books, cushions and blankets.

### Inspection judgements

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

Children are very involved in sharing their ideas with staff, which fully involves them in the planning of activities. This gives children a positive sense of belonging and means that they have an element of control over their play and learning. As a result, enjoy attending the club. For example, children gain ideas for painting activities, such as foot printing, from a book, and staff provide the resources to enable this to take place outdoors. Staff ensure that the children have a wide range of experiences which interest them and support their learning and development. For example, staff help the children to develop caterpillars into butterflies, and taste breads from around the world where children guess what the bread tastes of and which country it may have come from. This supports children's developing understanding of the world. In addition to planned activities, the staff develop spontaneous opportunities, such as helping the children to find an unusual insect and a frog outdoors, and then help the children to use the internet for research. As a result, children are well prepared for the next stages of their learning at school.

Children particularly enjoy playing outside and using the extensive facilities available to the

club. They use the space to develop their physical skills through playing football, using scooters or playing games together, developing social skills and friendships. Staff provide challenging opportunities, such as den building, which encourage children to work together and to use their thinking skills. This also supports their ability to communicate and negotiate with others, helpful skills to support their learning at school. Staff are very focused on the importance of continuing children's interests and, although the club is first and foremost for children to play, they work effectively with schools to complement children's learning. Children are given support to complete their homework, and staff build upon themes from school and talk about what children have learned that day. Staff gather information about children's learning using 'look, listen and note' observation sheets. This helps staff to get to know the children and to plan and assess their learning successfully to build upon their interests. Staff talk to all parents when they arrive to collect children, and share information about their child's learning. This helps to engage parents and develop consistency between home and the club.

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

Children are happy to attend the club as they have very good relationships with the staff who care for them. This is because the staff take the time to talk to the children, finding out about their skills and interests, and listening to their views and opinions. Their sense of security is further supported through the clear and consistent boundaries about expected behaviour, maintained by staff. Children are fully involved in deciding the ground rules for the club and therefore understand the importance of following them. This results in children behaving well. Staff play with children and join in their games, allowing them to let off steam and unwind. They supervise children's play well, helping them to calm down when they become over excited. However, there is not always a cosy space available with books and cushions to enable younger children to rest and unwind at the end of the school day.

Children are supported to learn about healthy diets through the breakfasts and afternoon snacks provided at the club. Water is available to drink at all times, and staff explain to children why juice or sweets are not provided, supporting their understanding of appropriate foods and drinks to promote good health. Daily opportunities for physical exercise take place through the 'walking bus' to and from school. This supports children in understanding the benefits of fresh air and exercise, and develops their understanding of keeping themselves safe when crossing roads. Children also take part in a wide range of physical activities outdoors or in the school gymnasium where they learn to manage risks for themselves in a well-supervised environment.

Independence is actively promoted as children pour their own drinks and help to tidy away after snacks. They take responsibility for their own personal care and routinely wash their hands before their snack. They learn how to enjoy snack times as a social occasion where they chat to their friends. Staff have a good rapport with the children, working effectively to support their activities and make sure they have an enjoyable time at the beginning and end of the school day. Staff communicate with teachers as they collect children. This enables staff to pass on messages to parents, effectively supporting them in the care of their child.

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

The club manager has a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage and how to implement these in practice. Staff are fully aware of their responsibility to keep children safe, undertaking regular risk assessments and maintaining safe levels of supervision at all times. There are effective procedures in place for the recruitment, vetting and induction of new staff, ensuring that those who work with children are suitable to do so. Staff are fully aware of the importance of safeguarding children and the procedure to follow in the event of a child protection concern.

All of the required documentation is in place to support children's care, including the required parental consents. This reduces any likely risks to children's well-being. Policies and procedures are shared with parents through a comprehensive prospectus, so that they are clear about the club's practice. Staff practise fire evacuation with children on a regular basis to help to ensure they know what to do in an emergency. Staff are keen to improve the quality of care they provide for children. Self-evaluation is used as a tool to further reflect upon practice, and parents share their views by completing questionnaires. Suggestions which parents make, such as the need for dedicated coat pegs to enable children to take care of their belongings appropriately, are acted upon by the management team. Children are involved in constant review of the provision they receive at the club through sharing their views and opinions with staff. For example, children are asked for additional resource ideas and their requests are met. This supports their sense of belonging as staff demonstrate that their opinions are valued. In addition, this demonstrates that the club has a strong capacity to maintain continuous improvement in the future for the benefit of children.

The staff team work together and communicate with each other well. The management team monitor staff performance through meetings which identify their strengths and areas for further development. Ongoing staff training helps staff to develop professionally and benefits children as staff are aware of how to meet their needs. Staff understand how young children learn because they have undertaken qualifications that develop their knowledge and skills. This means that they can effectively track and monitor children's progress through observation and assessment. They identify children's next steps in learning, helping them to move forward and make good progress. The club works very closely with the schools children attend, sharing information with teachers and passing news on to parents. Parents are confident that staff provide good care for children and that their children are happy and enjoy their time at the club.

### 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

<b>Unique reference number</b>	EY462123
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	910289
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Sylvia Binns
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01782297725

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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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