

Christ the King After School Club

Church of Christ the King School, Warren Farm Road, Birmingham, West Midlands, B44 0QN

Inspection date

16/09/2013

Previous inspection date

16/12/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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 benefit from a range of indoor and outdoor experiences, which are appropriate to their age and stage of development. This means that they are appropriately supported to make sound progress in their learning and development through their play.
- Children behave well. They are developing their abilities to make choices, take turns, share and work in partnership with others as they undertake daily challenges.
- Staff ensure parents feel welcome. They are provided with relevant information about the setting and their children's welfare and learning to keep them informed.

It is not yet good because

- Procedures are not effective, in order to obtain information with regard to who has legal parental responsibility for each child in the setting.
- Ways to promote diversity to help children understand more about the social world around them are not fully developed.
- Self-evaluation is not effective, in order to seek parents' and children's views in helping staff identify strengths and areas for improvement in the quality of the provision.

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 held discussions with the manager and staff and chatted with children during their activities.
- The inspector conducted a tour of the indoor and outside of the premises and viewed the equipment and resources available for children.
- The inspector looked at a selection of policies, procedures and children's and staff records.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Karen Cooper

Full Report

Information about the setting

Christ the King After School Club was registered in 1997 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is privately managed and operates from a portable classroom, which is located within the grounds of Christ the King Catholic Primary School in Kingstanding, Birmingham. There is an outside play area available for play. The setting serves children and families who attend the host school.

There are currently 14 children on roll, of these three are in the early years age range. The setting is open Monday to Friday, from 7.30am until 8.30am and 3pm until 6pm during school term time only. Children are able to attend for a variety of sessions.

The setting employs five members of staff, of whom three hold appropriate early years qualifications and two members of staff have undertaken training in playwork. The setting receives support from the local authority advisory team.

What the setting needs to do to improve further

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

- obtain information with regard to who has parental responsibility for the child and ensure this information is recorded.

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

- extend the range of experiences, toys and resources to reflect children's own family backgrounds and unfamiliar cultures and people with disabilities, in order that children learn about the wider world
- improve self-evaluation, so that it more effectively identifies strengths and areas for development by taking account of the views of parents and children, in order to continue to raise the standard of the provision for children.

Inspection judgements

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

Children happily enter the setting and greet each other with enthusiasm. Staff understands how young children learn and have a clear system in place for the recording of observations. They plan a suitable range of activities to promote children's fun and play experiences and effectively monitor children's learning. As result, children make sound progress and are acquiring the necessary skills for the next steps in their learning. Children's learning records are available for parents to view to enable them to support their children's learning at home.

Children have freedom to choose from a range of indoor and outdoor activities and staff organises the environment effectively into areas of interest to promote children's learning. For example, there is a role play area to support children's imagination and a quiet and comfortable area with books for different age groups to support children's literacy. Staff encourage children to practice their writing skills in a variety of ways. For example, drawing and painting and younger children enjoy the opportunity to develop their mark making skills using an interactive white board.

Children's communication and language skills are supported as staff encourage them to discuss their day at school. They ask open-ended questions to seek out what children already know and encourage children to think and communicate their ideas. For example, when filling and emptying buckets of water during water play, staff ask children what they think will happen next if they lift up the piece of wood, which is placed across the ramp. Children are excited to see the rush and splash of water and staff encourage them to learn about mathematical concepts as they question them using words, such as, 'full', 'empty' and 'over-flowing'. This helps children to learn though their play.

Staff provide a variety of craft activities which children enjoy, such as collage, modelling and occasionally cooking. Children like using their imagination and love the opportunity to create their own designs, such as an animal sanctuary. They make homes for the animals using card and draw pictures on their constructions. This means that children are able to express themselves creatively.

Children have plenty of opportunities to engage in outdoor play and organised games. For example, they show increasing skill at using wheeled toys and have lots of fun as they compete against each other during running and jumping games. They happily involve staff in their play and staff teach them how to use the outdoor equipment safely. This supports their physical development and helps raise their aware of how to keep themselves safe.

Children have planted seeds and observed them as they grow and have access to the schools sensory garden where they observe other plants growing, such as, fruit, vegetables and herbs. This helps promote children's understanding of the natural world. Young children show increasing skill at using the computer and confidently navigate the cursor around the computer screen. This supports their understanding of technology and how things work. However, staff do not provide sufficient opportunities for children to develop their awareness of people with disabilities and people from other cultures. As a result, children do not gain sufficient understanding of diversity.

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

Children have developed positive relationships with their key person and with other staff and their peers. As result, they settle quickly. Staff obtain some relevant information about the child during registration from parents and school that they also attend. This supports children's transition into the setting. However, information with regard to who has parental responsibility for the child has not been obtained to ensure their safety is fully protected. Through group games and activities, children learn to share, take turns, listen to others, negotiate and resolve their differences. Staff are consistent when teaching children right from wrong and provide praise and explanations to ensure that children understand what is acceptable and is not acceptable behaviour. As result, children are happy and secure in their care.

The atmosphere on arrival is warm and welcoming and children generally settle quickly into their chosen activity. They confidently move around the indoor and outside space and are able to play rest and eat in safety and comfort. Through daily routines children learn to independently manage their personal care needs, such as washing their hands before eating. This promotes their understanding of appropriate hygiene habits. Children's health is suitably promoted as staff provide a choice of foods for their snacks, including a variety of fruits and vegetables. Food provided by parents is stored appropriately to ensure children's well-being is protected. Meal times are treated as a social occasion when children and staff sit together around the table to enjoy their food and each other's company. Fresh juice, milk and water are readily available or accessible to children. Staff are aware of any children with dietary requirements or allergies to specific foods and ensure their health needs are met.

Staff teach children about staying safe through daily routines and discussions. For example, they regularly practise the evacuation procedure to ensure that children know what to do in the event of an emergency. Children are helped to understand how exercise helps them to stay healthy. They have plenty of opportunity to play in the fresh air as the outside area is always available to them and equipment and organised games support their physical development.

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

Children are appropriately safeguarded because staff are aware of the procedures to follow should they have a concern about any children in their care. A written safeguarding policy is in place and the manager and staff have undertaken child protection and first aid training, so they can deal with any incidents or minor injuries should the need arise. Effective vetting and recruitment systems ensure staff are suitable to work with children. Staff carry out daily safety checks on the premises to make sure that all areas children access, both indoors and outside, are safe and suitable.

The manager and staff demonstrate a commitment to continuous improvement. They have addressed the areas for improvement made at the last inspection. For example, policies and procedures have been reviewed and now include a lost and uncollected child policy, safeguarding and complaints procedure and a visitors signing in and out book has

been implemented. This ensures children's welfare is protected. Staff attend relevant training as part of ongoing professional development and have an appropriate understanding of the welfare, learning and development requirements. The manager monitors the educational programme and works as part of the staff team to share the planning of activities. This ensures that children have access to a range of resources to cover all areas of learning. All staff are involved in an evaluation of the activities to help identify what went well and what they would like to see changed and have begun to evaluate their practice. However, this is not entirely effective in seeking parents' and children's views in helping them to identify strengths and areas for improvement in the quality of the provision.

Staff work in partnership with parents. It is evident from discussions with parents that they are happy and appreciate the service provided. For example, one parent commented that her child is very reluctant to leave the setting early and that staff are very approachable and caring. Information is shared with parents through daily discussions, photographs and policies and procedures. Children benefit from the effective links that the staff have established with the school that they also attend. They regularly share information about children's well-being and activities with teachers to promote consistency 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	228904
Local authority	Birmingham
Inspection number	876471
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	14
Name of provider	Marie Hollinsworth
Date of previous inspection	16/12/2009
Telephone number	0121 464 9829

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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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