

Sandowners Out Of School Club

Perton Sandown First School, Sandown Drive, WOLVERHAMPTON, WV6 7PS

Inspection date

12/09/2013

Previous inspection date

01/02/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Children make good progress in this lively and busy provision, where they contribute to the planning with enthusiastic and very caring staff, who thoroughly enjoy and understand the role they play in supporting children's early learning and leisure time.
- The systems for monitoring the quality of teaching and staff interaction are successful in ensuring consistency for all children and supporting and promoting further training for staff through a vigorous programme of professional development.
- The management of children's behaviour and self-esteem is a key strength in the setting as staff support and empower children in making informed decisions and challenging others in a safe and secure environment. Children consider the impact of their actions on others and learn to negotiate and compromise, developing skills for the future.
- Children's individuality is valued. Staff take time to get to know their intrinsic characters and respond to their individual needs sensitively, providing activities that are based on children's interests and abilities.

It is not yet outstanding because

- Occasionally, the implementation of safety considerations is not wholly conducive to enhancing some children's autonomous and exploratory play.

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 aspects of the provision, indoors and outside.
 - The inspector spoke with children and staff during the course of the inspection.
 - The inspector carried out a safety check on the premises.
 - The inspector conducted joint observations with the provider.
 - The inspector took account of the views and comments from parents spoken to at the inspection.
- The inspector examined a sample of documentation, including staff suitability records and qualifications, children's developmental and admission records and risk assessments.

Inspector

Patricia Webb

Full Report

Information about the setting

Sandowners Out Of School Club was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and managed by Sandowners Childcare Solutions. The setting operates from facilities within Sandown First School in Perton, Staffordshire and serves the local area, being accessible to all children. It operates from a specific club room and has use of the school hall, computer room and part of the school nursery. Children use the secure school playgrounds for outdoor play.

The nursery employs nine members of childcare staff, five of whom hold appropriate early years qualifications at level 3. Some staff are working towards foundation degrees and one member of staff holds a degree in psychology.

The setting offers a range of childcare provision, including out of school care, wraparound sessions and supports a number of children in the school nursery. The setting opens Monday to Friday, with sessions from 7.30am until 9am and from 12 noon to 6.30pm. Holiday provision is offered for most of the main school holidays and inset days, from 7.30am to 6.30pm.

There are currently 150 children attending, of whom 26 are in the early years age group. The setting provides funded early education for three- and four-year-old children. It supports a number of children, who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- reflect on the implementation of some safety guidance by assessing the benefits to children's spontaneous play and exploration, such as transporting sand and water from one area to another.

Inspection judgements

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

Children thoroughly enjoy their time in the setting. Enthusiastic and intuitive staff have a very secure knowledge of the Early Years Foundation Stage and work with the children to plan a range of exciting and challenging activities. Staff know each child's unique character very well and ensure that their specific interests and favourite activities are

readily available. For example, some children revel in art and design and various resources and materials are presented to nurture this creativity. Their artwork is beautifully displayed, mounted on canvas, demonstrating how staff value and respect children's efforts and imagination. Older children delight in replicating large scale art on the floor of the playground, in the style of a favourite art programme on television. When children have finished, they pose proudly beside their creations as staff take photographs and share these with the children in their records. This develops children's self-esteem and encourages them to try new creative activities. A younger child arrives back into the room exclaiming 'Tadah!', proudly presenting the basket of leaves collected to create autumn pictures.

Staff and older children link some of the planning with school, as staff support them in role play following a story about conservation and not chopping down too many trees for paper. As part of this activity, children plan to make their own paper, recycling waste and learning to care for their environment. Younger children have replicated a dove of peace, using bright finger paints to decorate the figure. Such teaching inspires children to consider the varying needs and issues in the wider world. Staff give children ample space and opportunity to develop their play, building dens as they learn to negotiate and construct together. Occasionally, some younger children's desire to transport some materials, such as sand and water from one place to another, are hindered as a result of staff being zealous about safety. Consequently, some of them lose interest and set off to join another activity.

Language and communication is promoted very positively as children benefit from an environment that is rich in spoken and written language, including some different languages spoken with the school. This raises children's awareness of the differences in society. Staff interject with advanced vocabulary as children are asked to consider 'what evidence' they have found of the bear from the story and how the culprit was found through an 'identity parade'. Observation and assessment is accurate and used effectively to monitor children's progress. Where children may require additional support to achieve, staff have developed strong partnerships with other professionals and agencies to access focused support in consultation with parents. Consequently, all children are supported in striving to reach their full potential. Parents are contributing to their children's developmental records, sharing achievements from home as the partnership between home and the setting is highlighted. There are effective systems in place for exchanging information between the various settings and schools that children attend, ensuring that there is consistency in children's learning and that necessary messages and details are passed on to parents. This also supports the children's movement between settings in a cohesive way.

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

The management of children's behaviour is a key strength in this vibrant setting. Children are empowered by caring and thoughtful staff, who encourage them to become more confident and assertive with others. For example, where a child feels that a group of children are deterring them from joining the play, the member of staff asks the child to

think about what it is they want to do. The child is then encouraged to form the question to pose to the group and confidence increases as the child then expresses their feelings knowing that the adult is providing security and support. This also promotes children's ability to negotiate and compromise, working with others in a caring and thoughtful way as they develop key skills for their future lives. This is successful because children form very strong and caring relationships with their key persons and seek them out for support and reassurance. When children are new to the setting, their key person takes time to discuss their needs and character with parents, in order to help them settle as they move round the school and from other schools and nurseries. Staff are sensitive to children's changing moods as, for example, a child becomes upset when another child is collected. The member of staff reassures the child, engaging in activity and conversation and the child settles again swiftly, promoting their emotional security.

Children's health and well-being are very well promoted as they enjoy outdoor activity all year round. They use the vast school facilities to run, climb and dig with gusto, seeking dinosaur bones and creating mud pies. Younger children have a separate secure area where they can test out their confidence and nerve as they climb the fort, paint the structure with water and consider the height of the ledge. They are encouraged to think about their own safety and that of others as they use space with care, balance on the wooden train and benches and use the parachute to invent games with staff. A child reminds their peers about safety as water is spilled and calls out 'Don't panic everyone' as it is cleared up. Children enjoy the social occasion of meal and snack times. Many children bring their own packed lunches and discuss healthy options to promote their health. Some children have school meals and are supported by staff as they make their choices and bring their tray back to the room. Drinks are readily available during every session as children learn to regulate their water intake, knowing that this is important in keeping healthy. Minor accidents and injuries are managed efficiently by staff, who hold first aid qualifications and complete accurate records to ensure that parents are fully informed of any such incidents. Staff have also received specialist training for ensuring that individual children's medical and dietary needs are known and attended to swiftly.

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

The owner is highly supportive in ensuring that staff have every opportunity to extend their training and skills. All of the mandatory training is arranged in a timely manner, so that staff are aware of any changes and updates to legislation or procedures. She ensures that staff have the required qualifications and is very aware of monitoring and mentoring staff to evoke their skills and attributes for the benefit of the children. This commitment is reflected in the skills and competencies of the staff team, who deliver the Early Years Foundation Stage effectively and plan for individual children to maximise their progress. Some staff are highly skilled and experienced in working and supporting children with special educational needs and/or disabilities, ensuring that every child is supported in making good progress.

Parents are reassured of their children's safety and well-being as the procedures for staff recruitment and selection are stringent and robust. All staff undergo the required

Disclosure and Barring Service checks and regular supervisions and appraisals ensure that practice is consistent and effective. All staff have a sound knowledge and awareness of child protection issues and are confident in following the process to report any concerns they may have about a child in their care. These policies and procedures are shared with parents, who are assured of the setting's duty of care, placing the child's welfare as a priority.

The setting has extended its services and now offers childcare and early education as well as the out of school facilities to support families, which is much appreciated by parents. The setting collects children from a number of settings and ensures children's safety through thorough risk assessments and safety procedures. Each setting served has a separate bag containing first aid requisites and contact information for individual children. The use of communication books ensures that any information to be passed on to parents is shared effectively. Parents express deep appreciation for the way in which their children are cared for and the safety arrangements for collection from the other settings. Older children are supported by staff in partnership with parents for walking to the setting themselves, developing independence and learning about being safe and responsible.

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	EY398172
Local authority	Staffordshire
Inspection number	915050
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	150
Name of provider	Sarah Cox
Date of previous inspection	01/02/2010
Telephone number	01902 742686

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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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