

Little Folks Out of School Club

Lapworth School, Station Lane, Lapworth, SOLIHULL, West Midlands, B94 6LT

Inspection date

14/10/2013

Previous inspection date

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

- Children are consistently offered a stimulating and interesting range of activities, which enable them to make good progress in all areas of learning and development. This means that they have fun and learn through play.
- Staff create a welcoming environment making sure that children are safe and their welfare needs are met. They build secure relationships with children. As a consequence, children are happy and settled.
- Staff are effectively deployed and provide clear guidance about what is acceptable behaviour. They are good role models and as a result, children know what is expected of them and are secure in their care.
- The management team and staff work well with parents and carers to ensure that there is an exchange of information to promote children's welfare, learning and development. They maintain good links with the local school attended by children, therefore, helping to promote consistency of care.

It is not yet outstanding because

- There is scope to improve the range of outdoor toys and resources to enable younger children to move their bodies in different ways, for example, by using a range of equipment, such as wheeled toys and role play.
- There is potential to enhance opportunities to enable children to make choices about their play from the range of toys and resources available.

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 management and staff and observed and chatted with children during their activities.
- The inspector conducted a tour 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

Little Folks Out of School Club registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The company also owns eight other early years provisions. The club operates from Lapworth Church of England Primary School in Lapworth, Solihull. Children have use of a separate mobile classroom and other rooms within the school. All children have access to an enclosed outdoor play area.

There are currently 26 children on roll aged between three years to under 11 years, of whom two are in the early years age group and attend for a variety of sessions. The club opens every weekday from 8am to 9am and from 3.20pm to 6pm during school term time and from 8am to 6pm during the school holidays. Children are able to attend for a variety of sessions.

There are four members of staff working with children and all hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- increase the range of outdoor resources to ensure that they are sufficient, challenging and can be used in a variety of ways to fully support children's all-round development

- enhance opportunities for children to make more choices about their play, for example, creating a toy audit or picture catalogue for children to make choices from.

Inspection judgements

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

Children are engaged in their play and are eager to learn. They enjoy the varied activities that staff plan and have access to a variety of interesting and stimulating books, toys and equipment, which enable them to make good progress in all areas of learning and development. Clear and comprehensive observations and assessment by key persons ensure that the individual needs of all children are well-met. These are used to identify the next steps of learning for each child, which feed the weekly planning of activities. This means children remain interested, have fun and learn through their play. Children's

learning records are available for parents to view to enable them to support their children's learning at home.

Children enjoy involving staff in their play and have lots of fun playing board games, particularly 'snakes and ladders'. They show their delight as they move their counter along the board and up the ladders and as staff slide down the snakes. As a result, children are helped to concentrate for long periods of time and develop their simple problem solving skills. Good opportunities are provided for children to enrich their creativity. For example, they join in cooking, collage, printing and painting. They enjoy using their imagination as they talk about people that help us and take pleasure in making masks and dressing-up, such as a lollipop lady.

Children are encouraged to develop their finer physical skills, for instance, they competently use scissors to cut around their masks and make holes for their eyes. They hold writing utensils correctly and staff teach them to develop their pre-writing skills. For example, children practise making marks as they colour their designs and attempt to write their name. Staff regularly praise children for their efforts. This helps them to feel valued and develop their self-esteem.

Children have access to a good range of books and enjoy relaxing on large soft cushions in an area which appeals to them. Staff chat easily to them, extending their understanding and encouraging their active engagement and creative thinking. They confidently help children to develop their speaking and vocabulary. For instance, during a familiar story, young children sit and listen attentively. Staff skilfully involve them in how the story develops by encouraging them to predict what is going to happen next and to find and talk about different characters featured in the pictures. This helps to support children's learning.

Children have access to a selection of resources and participate in planned activities, which portray positive images of diversity and acknowledge cultural differences. This supports their understanding of the world they live in. They benefit for a range of activities outside the club and visit places of interest, including local castles and parks. These opportunities help children to enjoy and achieve.

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

Children benefit from an environment where they can explore and play in safety. Staff regularly rotate the toys and resources and add to and change the selection of activities. They ensure that the room is set out with an assortment of resources which are readily available as children arrive at the club. This helps to create a welcoming and stimulating environment. However, there is scope to enhance opportunities to enable children to make further choices about their play from the toys and resources available, for example, those which are stored in cupboards and are out of reach.

Staff are well-deployed to ensure ratios are met and as a result, children enjoy high levels of attention. Staff go to a great deal of effort to ensure the individual needs of all children in their care are met. They provide a fully inclusive service and all children are welcomed

at the setting. Parents are requested to complete an information form at registration, which includes useful details about their children's individual need. As a consequence, children benefit from continuity in their care and learning to support them to make the move between home, school and the club.

Staff listen to what children have to say, they join in with their play and are interested in what they are doing. Children have clear boundaries that they understand and are often involved in negotiating the 'clubs rules'. Staff are good role models and lead by example and encourage children to share, take turns and tidy up. As a result, children behave well, respond positively to staff and have established good relationships and are happy and secure in their care.

Children learn about fire safety and know the procedure for evacuation in an emergency, which staff regularly practise with them. Children are familiar with the daily routine and know to wash their hands before eating. This promotes their understanding of good hygiene habits. They are gaining a good understanding of health as they take part in projects relating to healthy eating. Mealtimes are a relaxed, social occasion and children and staff sit together around the table to enjoy their food and each other's company. Fresh juice and water is readily available or accessible to ensure that children remain hydrated. Staff are aware of any children with dietary requirements or allergies to specific foods and ensure their health needs are met. Children have good opportunities to play outdoors and join in physical play. However, there is scope to improve the range of resources to enable them to move their bodies in different ways.

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

Management ensure that the safeguarding policy is implemented throughout the club. As a consequence, staff are confident and well informed about their role to protect children from harm and know what action to take if they have concerns about a child's welfare. They share effective procedures with parents about their responsibilities and robust vetting and recruitment systems ensure staff are suitable to work with children. Staff attend training to update their knowledge, which includes first aid and safeguarding. They have a good awareness of safety and carry out daily checks on the premises to ensure that children are safe and secure. There are clear procedures to ensure children are collected only by authorised people and information with regard to legal parental responsibility is obtained at registration. This means children's safety is protected.

The management team is motivated to enhance practice through gathering the views of staff, children and parents, in order to identify areas for further improvement. All staff are committed to continuous development and work effectively as a team. They display a good understanding of the welfare, learning and development requirements and are clear about their role in the delivery of the Early Years Foundation Stage framework. Staff receive ongoing support from the management team, who reviews the educational programme. This ensures a broad range of experiences are provided and monitored to help children to make good progress towards the early learning goals. Regular staff appraisals ensure practice is monitored and under-performance is tackled effectively.

There is a clear improvement plan which is used to track progress towards future goals.

Staff have developed good relationships with parents who really appreciate how they promote their children's well-being and development and keeps them fully informed. Policies and procedures are continually reviewed and all of the required documentation is effectively maintained. Relationships with other early years providers where children attend are also good. Staff work in partnership with the local school, requesting information about children's learning, so that they can complement the work undertaken and promote continual progress.

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	EY462513
Local authority	Warwickshire
Inspection number	913629
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	22
Number of children on roll	26
Name of provider	Mishi Nurseries Limited
Date of previous inspection	not applicable
Telephone number	07971663802

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

