

Sedgley Kids Club @ Alder Coppice Primary School

Alder Coppice Primary School, Northway, DUDLEY, West Midlands, DY3 3PS

Inspection date	18/11/2013
Previous inspection date	08/06/2009

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		2
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 requires improvement

- Children are happy, keen to play and learn and rapidly growing in self-assurance because of strong relationships with staff.
- Close partnerships with parents and the school ensures effective communication between the out of school club and home.
- Staff provide clear guidance about what is acceptable behaviour. They are positive role models and, as a result, children are happy and secure in their care.

It is not yet good because

- Management has not ensured that legally required information is sought from all parents, with regard to written consent for trips and outings.
- There is room to improve opportunities to enable children to make choices about their play from the range of toys and resources available.
- Self-evaluation is not yet wholly effective in driving focused improvement or reflecting the views and opinions of the children and their families in the process.

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 registered provider at appropriate times throughout the session.
- The inspector spoke with staff and children during the session.
- The inspector carried out a safety check on the premises.
- The inspector looked at children's records, planning documentation, staff suitability and qualification records, and a sample of written policies.
- The inspector spoke with parents about their views on the club.

Inspector

Patricia Webb

Full report

Information about the setting

Sedgley Kids Club @ Alder Coppice was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a mobile classroom within the campus of Alder Coppice Primary School in Sedgley, Dudley and is one of two privately owned settings in the area. The club serves the local area and is accessible to all children. It operates from one base room and there is an enclosed area available for outdoor play.

The club employs four members of childcare staff. Of these, two hold appropriate early years and playwork qualifications at level 3. The owner holds an early years qualification at level 4 and a playwork qualification at level 5. The club opens Monday to Friday term time only on this site. Sessions are from 7.45am until 8.40am and from 3.15pm to 6pm. Children attend for a variety of sessions. Additional holiday sessions are offered on the organisation's other site. There are currently 41 children attending, 20 of whom are in the early years age group. The club receives support from the local authority.

What the setting needs to do to improve further

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

- ensure that the written permission for trips and outings is sought from parents for every child in the setting and that the records are available for inspection.

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

- enhance children's independent choice of activities further by, for example, providing a pictorial catalogue of the wider range of resources and equipment
- use the self-evaluation process more methodically to continually review practice and to improve and identify areas of development to further enhance the setting, involving children and their parents in the process.

Inspection judgements

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

Children enjoy their time in the club because staff work effectively to emphasise that this club belongs to the children. They arrive in the room with gusto, eager to chat to friendly and welcome adults about their busy day and what they have done at home. The staff

pride themselves on acknowledging that the practice is 'one hundred per cent child-initiated'. Immediately on entry, children settle to their activities, chosen from the selection offered by staff, due in part to the limited storage on site. Older children and those attending the club more frequently are able to request some resources which they know are available for future play. This is not so developed for younger children or those who attend more irregularly, slightly restricting how they can fully contribute to planning their own play.

Staff have regard to the learning and development requirements of the Early Years Foundation Stage. They weave the teaching and learning through the activities, routines and their skilful interaction with the children. For example, children register themselves daily, writing their names and the times of their arrival in the formal register. Older children support younger children as their literacy skills develop and also gain a sense of responsibility and care for their peers. Art and craft activities are prominent as children create their collages to represent how they feel about Christmas. Consequently, copious amounts of glue, glitter and tinsel are used to illustrate their excitement. Staff ask pertinent questions such as encouraging children to describe their feelings and considering what they may have to do in order to obtain the items on their Christmas list.

Conversations evolve between staff and children throughout the session, successfully enhancing their language development. Young children are confident to share their views and talk about the activities they enjoy. Children develop expressive language skills as they sit together and enjoy their snack. They talk with their friends and staff about activities they enjoy at school. Staff spend time with the younger children, building their confidence. Younger children enjoy exploring different toys and playing with older children, which helps to develop their social skills.

Children become absorbed in their play and interaction with each other. There is humour and firm friendships develop during play. A game of 'guess who or what I am' is enjoyed by a mixed age group of children as they ask questions about the item depicted on the card on their headbands. This descends into gales of laughter as children realise that one of the group has realised that the picture can be seen in their reflection in the classroom window. Staff join in and comment with children on whether this is 'cheating' or being resourceful in solving the problem. Children work as a team during an extended game of Jenga, building the 'tallest tower in the world', until it topples over amid giggles and laughter.

Physical activities are enjoyed indoors and outside. Children play actively with balls and sports style equipment, negotiating space well and developing skills in moving and controlling such equipment. A parachute is used innovatively by a group of children. Having played as a team, shaking and running under and through the chute, this then becomes a 'den'. Children use their imagination to create this using chairs and wooden blocks to anchor the ends and feel as if they are out of sight to the adults. The sports activity computer game is used well as they delight in 'beating' the staff in the various games, using the white interactive board. Mathematics and scientific concepts are woven into activities such as, cookery and technology as children weigh, measure and consider capacity and volume.

Parents are kept fully informed about their child's progress, achievements and the skills they are gaining. Parents recognise how their children have developed in confidence and their social skills during their attendance at the club. The staff also work very closely with the school in order to promote the partnership in young children's learning and development, providing consistency in their learning. This also supports the links with other professionals and agencies should such level of intervention be required in order to help individual children reach their full potential.

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

Children are growing quickly in confidence in this warm and welcoming environment. They benefit from the close and appropriate interaction and support they receive from their key persons, seeking them out for reassurance when necessary. They chat animatedly about their day at school as they sit together at snack time, developing social skills and good manners. They follow well-practised hygiene routines and remind younger children about the expectations for hand washing and pouring drinks of milk, squash and water. Despite the lack of a dedicated kitchen area, staff offer opportunities for children to consider healthy eating as they engage in cookery activities. Children know that foods such as, cupcakes and biscuits are enjoyed on a limited basis as treats, becoming aware of a balanced diet over the course of a day. They tuck into their breakfasts each morning, spreading their own toast and sorting out the milk for their chosen cereals as they become more independent.

Children are aware of their safety and that of others. They follow the 'rules' and expectations of the club because they have helped to set them. Consequently, they fully understand why they need to stop and wait at various points during the walk from school across the playground to the mobile classroom. They negotiate the steps and sloping surfaces with ease, behaving very well during this activity. Children's overall behaviour is good as they respond to direction, safe in the knowledge that staff trust them and offer praise for their efforts and achievements.

Children excitedly chat about a forthcoming trip to the nearby adventure playground and they visit and nearby by park regularly. However, the management has not ensured that written parental permission for such activities has been sought from all parents. This is a requirement of the Early Years Foundation Stage and means that parents may not be fully informed of their child's safety or the activities they undertake off site. Staff hold current first aid certificates and manage minor injuries, accidents and the administration of any medication with care. Successful handover systems from school to the club include discussion about the children's day. This ensures that staff inform parents appropriately about any issues.

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

The experienced provider and the staff team understand their roles and responsibilities in providing a welcoming environment where children take the lead role in their club after the rigours of the school day. Staff recruitment procedures are followed effectively to

ensure that staff have the necessary skills, qualifications and attributes to support children's safety and welfare. Parents are reassured of staff suitability as the required vetting procedures are followed with regard to Disclosure and Barring Service checks. The owner conducts regular appraisal and supervision is ongoing to monitor practice and identify any staff training needs.

Staff are diligent in their supervision of the children and conduct rigorous risk assessments to promote children's safety. Fire drills are practised regularly so that all involved are aware of the procedures. Staff have a sound knowledge and understanding of the child protection policies and procedures to ensure that any concerns about a child's welfare would be managed swiftly. Parents are aware of the setting's duty of care to act in a child's best interests at all times.

Recommendations made at the last inspection have been partially addressed. For example, comprehensive risk assessment documents identify potential risks to children and the steps taken to minimise them. However, self -evaluation is done in a very informal way as staff discuss their practice and this does not fully identify areas for further improvement in a methodical way to bring about focused improvement. For example, staff were not fully aware of the gaps in some children's records with regard to written parental permission for trips and outings. The views and opinions of children and parents are also not yet sought in an effective manner to show how they contribute to future development. That said, parents express deep satisfaction with the club and the way in which the flexible service supports busy working parents. They cite the welcoming staff in the 'brilliant' club and the ways in which their children gaining in confidence and making friends contributes to their settling in at school.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY378307
Local authority	Dudley
Inspection number	821471
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	41
Name of provider	Katherine Rafferty
Date of previous inspection	08/06/2009
Telephone number	07989 984940

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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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