

The Richard Wakefield Breakfast and Tea Time Club

Burton Street, Tutbury, BURTON-ON-TRENT, Staffordshire, DE13 9NR

Inspection date	15/11/2013
Previous inspection date	02/03/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend	2	2
The contribution of the early years provision to the well-being of children	3	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

- Teaching is good because staff fully understand how to promote children's learning. They include children in planning and evaluating activities. This supports the skills children need for future learning and ensures activities are purposeful and stimulating.
- Staff effectively promote the health and safety of the children in their care. Children settle well and enjoy their time in the club because their sense of well-being and belonging is effectively fostered by staff.
- Staff work effectively in partnership with parents and children to monitor the quality of the provision and make continual well-targeted improvements. This contributes to ensuring the quality of children's care and education in the club is good and consistently improving.

It is not yet outstanding because

- Staff have not created well-established systems to exchange information with the school reception class, in order to support more precise and sharply focused assessment of children's individual learning needs.

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 the school dinner hall.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of stability and qualifications of staff working with children, the club's self-evaluation form and improvement plans.
- The inspector took account of the views of children and parents spoken to on the day and from information included in the club's own parents' survey.

Inspector

Christine Armstrong

Full report

Information about the setting

The Richard Wakefield Breakfast and Tea Time Club registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club operates from the dining room of the school and is run by a voluntary committee. The club serves the school which is in Tutbury, near Burton-on-Trent.

Children have supervised access to a cooking and IT room, outdoor play areas including a trim trail, the school field and adventure play areas. The club opens five days a week during school term time. Sessions are from 7.30am until 8.50am and from 3.25pm until 6pm.

There are currently 34 children on roll. Of these six are within the Early Years Foundation Stage. There are currently seven staff who work with the children, three have early years qualifications at level 3. The manager holds an early years qualification at level 4. The club receives support from the local authority.

What the setting needs to do to improve further

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

- enhance children's learning by creating more established systems to exchange information with the school reception class, in order to support more precise and sharply focused assessment of children's individual learning needs.

Inspection judgements

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

The staff in this before and after school club have a good knowledge and understanding of how to complement children's learning at school. They have a strong understanding of how children learn, which they use to provide interesting and challenging experiences for children. They use skilful teaching strategies to engage children's enthusiasm for learning. For example, staff model a 'plan, do and review' process by including children in the planning and evaluation of activities. This supports the skills children need to secure successful future learning. For example, children are encouraged to think of ideas and make posters to advertise themed days. This helps children to explore ideas and to take part in shared thinking and decision making, which supports their communication and critical thinking skills. This process helps to motivate children to take part in new experiences and learn through trial and error. It also ensures activities are very relevant to children's experiences and interests, such as indoor and outdoor den building, parties in the dark and talent shows. Staff encourage children to express their thoughts and feelings about the activities they take part in. They use one-to-one and group discussions and

home questionnaires, which help to include parents in their children's learning at the club. This helps children to recognise what they have learnt and to think about their future learning, which are skills for successful learning.

Staff give good focus to capturing and displaying children's experiences, thoughts and feeling. This provides a rich environment of purposeful print, which effectively supports children's growing understanding that print carries meaning. It also provides continual stimulation for children's learning. For example, a display of pictorial prompts of simple sign language provide children with the opportunity to practise the new ways of communicating that they have been introduced to, through a visitor to the club. Children see, use and experiment with number as they chart their height on display boards. Good focus is also given to creating learning zones, which ensures children are able to independently access all area of learning. For example, a comfy enclosed and well-stocked book area supports children's literacy skills. Creative materials are available to support children's creativity, which includes painting self-portraits. A music and movement area inspires children's creative movement and song, which also support their physical skills. Staff are sensitive and playful and join in to support children's play and learning. For example, staff demonstrate and provide clear explanations to teach children how to follow the directions on the music tape using the colourful mats. This encourages children to take part, listen and follow the instructions they hear. Further one-to-one support is provided, when needed, to ensure all children can take part if they choose.

Staff undertake regular observations of children's achievements, which they use to inform their planning and monitor children's progress. This information is captured in 'Profile folders', which children and parents contribute to. This supports children's interest in their own progress and helps to support children's individual learning needs. Staff have positive relationships with teaching staff at the school and this supports information sharing. However, information sharing with the reception class school is not fully embedded, in order to support an even more precise and sharply focused assessment of children's individual learning needs.

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

Staff have a strong understanding of how important it is that children develop a secure sense of well-being. They provide a welcoming environment for all children, parents and visitors. They effectively support children's sense of belonging by encouraging them to take an active role in planning the club's activities, menus and fundraising events. The attractive displays of children's work and photographs of them at play helps to develop the message that children have fun and enjoy attending this club. New children to the club are warmly welcomed by staff and other children. They are allocated key persons who build warm relationships with them and work effectively in partnership with parents to ensure they receive the support they need when they first attend. Key persons take responsibility to welcome their children into the club and to take and collect them from the reception class. In the morning, key persons spend time supporting children to complete simple tasks, such as finding their name cards to put into the school dinner or lunch box as well

as giving them a goodbye hug. This caring approach fosters children's independence, confidence and emotional well-being, which helps to support them to embrace their new experiences at school.

Staff effectively teach children to behave well and consider others, which supports a harmonious environment for all children. Staff adhere to school rules, for example, they follow rules regarding the adventure playground, which promotes continuity for children. Children also take part in creating club rules of acceptable and unacceptable behaviour, which helps them to recognise the steps they can take to keep themselves safe. Children eagerly take part in a reward system that includes gaining stickers and certificates, which further contributes to children's good behaviour in the club. Staff encourage children to embrace diversity by providing strong messages that everybody is welcomed and valued. There are positive images of diversity in displays and resources and children are introduced and taught simple words in a number of languages and learn about different cultures, religions and disability through themed days.

Children are effectively supported to develop their understanding of how to keep themselves healthy. For example, staff encourage children to make healthier food choices by involving them in discussions, activities and topics. Staff effectively encourage children to try new tastes by involving them in growing, preparing and cooking food. These approaches have resulted in children making significant positive changes to the food they eat at the club, which now includes fresh fruit, wholemeal bread and salads. Staff also organise a variety of activities aimed at developing children's enjoyment of daily physical exercise. For example, children use large climbing equipment in the school's two adventure play areas and they play ball and running games on the school field.

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

The committee and manager have a good understanding of the safeguarding and welfare and learning requirements of the Statutory framework for the Early Years Foundation Stage. Safeguarding procedures ensure that children are kept safe and protected from harm and neglect. For example, recruitment, vetting and induction procedures are rigorously implemented, ensuring that all adults working in the club are closely monitored and assessed for suitability. All staff receive training and have a strong knowledge and understanding of child protection procedures. They understand and respond appropriately to signs of possible abuse and neglect. This includes responding and taking appropriate action to deal with any inappropriate behaviour displayed by other members of staff, or any other person working with the children. Children are further safeguarded through high levels of supervision and a culture of assessing and minimising risks during activities. Records required to ensure the safe and efficient management of the club and to help ensure the needs of all children are met are appropriately kept. All staff receive training in first aid, which ensures they administer first aid appropriately and inform parents of any accidents. All staff also receive food hygiene and health and safety training, which helps to ensure children's health is promoted and they benefit from a safe and secure

environment.

The committee and manager have a clear overview of staff's strengths and areas for development in delivering the educational programmes. They have recruited and retained a staff team who are experienced and well qualified, which supports the good quality of the learning environment. For example, a bilingual member of staff enhances children's access to a diverse range of communication skills and a member of staff with a special interest in music harnesses children's creative skills to help them to perform in front of others. The manager monitors staff practice through observations, discussion and appraisal meetings. She implements strong mentoring and support methods to enable staff to develop professionally. This includes staff attending high quality training that effectively impacts their practice. This has been particularly successful with regard to staff developing their practice in relation to supporting and enhancing children's awareness, understanding and respect for equality and diversity. Good attention has been given to ensuring all recommendations from the last inspection have been fully met. This has resulted in children being effectively supported to make healthier food choices and taking an active role in the planning of purposeful and stimulating activities, which supports the good progress they make in their learning and development.

Partnerships with parents are very positive and make rich contributions to children's learning and care. Parents are effectively supported to be involved in their children's experiences at the club. For example, parents are invited to become committee members who manage the running of the club. Parents are also invited to complete regular parent and child questionnaires, which are impressively analysed to ensure parents receive a comprehensive and meaningful feedback detailing the areas they have identified for development and improvement. This helps to ensure the club's self-evaluation is robust and accurate and results in well-targeted improvements which meet the needs of children and wishes of parents. Parents are also invited to special events the club hold, such as talent shows. They are effectively involved in, and kept up-to-date with, the club topics and news through information displays within the club. There is a positive partnership with the school which results in the club being able to access a number of on-site facilities including IT and cooking rooms. However, there is scope to more firmly establish partnership working with the school reception class, in order to support more seamless sharing of children's achievements and ensure a precisely targeted approach to assessing children's individual learning needs.

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	EY294045
Local authority	Staffordshire
Inspection number	877807
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	34
Name of provider	The Richard Wakefield Breakfast & Tea Time Club Committee
Date of previous inspection	02/03/2010
Telephone number	07969 579941

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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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