

School Club

The Little School, High Street, Barlborough, Chesterfield, S43 4ET

Inspection date	22/11/2013
Previous inspection date	31/10/2011

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 requires improvement

- Established routines, secure premises and firm relationships with their peers and staff means children feel safe, behave well and are settled within the setting.
- Staff work well with parents to establish children's care routines. They share information on a daily basis, passing on any information from school and about their time in the setting.
- Effective procedures are in place for the safe recruitment of staff and appropriate checks are undertaken by the providers to ensure children are cared for by suitable adults.

It is not yet good because

- Staff have not formed strong partnerships with the school. They do not fully discuss with the teachers the next steps in children's learning. This means staff do not plan effective activities to support and complement what children, attending the setting, are learning in school.
- Children are not included in making choices or helping with the preparation and serving of snacks which means they are not able to fully develop their independence.
- Children's sense of ownership within the setting is inhibited, as staff do not always include the opinions or ideas of the children in the planning of activities that they would like to participate in.

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 children involved in activities throughout the inspection.
- The inspector held discussions with children and staff during the inspection.
- The inspector checked evidence of suitability of all adults working with children.
- The inspector held discussion with a parent of a child in early years age group.
- The inspector held joint observations with the manager during the inspection.

Inspector

Karen Byfleet

Full report

Information about the setting

School Club was registered in 2011. It is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. It is a privately owned out of school setting, which is part of Fairy Tales Day Nursery Partnership. The setting operates from The Little School building, which is located in the village of Barlborough, Chesterfield.

The setting employs five members of staff, including a manager. Three staff hold an early years qualification at level 3 and two at level 2. The setting is overseen by the proprietors of Fairy Tales Day Nursery, which is also located in Barlborough.

The setting operates Monday to Friday from 7.45am to 9am and from 3pm to 6pm during school term time only. It also provides care during school holidays from 7.45am to 6pm. The setting 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:

- form stronger partnerships with schools by holding frequent discussions with the teachers regarding children's next steps. Use the information gained from these discussions to plan effective activities to fully support and complement children's learning within the out of school setting
- improve children's choices and independence by providing opportunities for them to participate and engage in helping to prepare and serve snacks and provide them with a wider choice of alternatives.

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

- engage children more in decisions about the activities they wish to participate in to enable them to develop a stronger sense of belonging and ownership of the setting.

Inspection judgements

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

Staff within the setting have a suitable knowledge and understanding of the Early Years Foundation Stage and of how children learn. However, teaching requires improvement to ensure children are fully supported in their learning and development. This is because staff do not share all relevant information with teaching staff of the schools where children

attend to establish the next steps in their learning. As a result, activities that are planned and provided at the setting do not effectively support and complement what children are learning in school. Staff gather relevant information about children's interests from parents when children start attending the setting. This enables them to provide activities that children enjoy and to help them settle. However, children are not consistently consulted on the planning of further activities to further support their learning or develop their independence and choices.

Children are unable to consistently make their own independent choices with regard to the activities they would like to participate in. Staff do not provide sufficient opportunities for all children, including those new to the setting, to give their ideas and suggestions about what activities they would like to undertake. This is because children are unable to completely see what is available to them as activities are stored in cupboards and are set up by staff for children's arrival.

Staff and children communicate well as staff are involved in the games children initiate and which support their mathematical understanding. For example, when children decide to use construction tiles to slide across the floor and see who can get nearer to the wall, staff engage with them to measure distances and record their results. A suitable range of books are available to the children and a separate room within the building means they can enjoy quiet reading times individually or listening to stories with staff which helps to support their literacy skills. Through craft activities, such as designing Christmas pictures and making bracelets, children are able to develop their creativity and to use their imagination.

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

Staff know all the children and their families well. A key person system is in place and staff have built firm relationships with all children so that they feel safe and secure. Relevant information is gathered, by the key person, from parents when children start attending, which provides a base for them to establish what children can do and of their individual routines. This information helps with settling children into the setting. It also ensures transitions between school and the setting is a smooth experience for the children. Children are confident to approach staff and they enjoy them joining in their games and engaging in their play. All staff are good role models for the children and effective behaviour management strategies are used consistently by staff. This re-enforces the setting's rules and boundaries which children know and follow well. Children are given lots of positive praise and recognition for their efforts and achievements, ensuring they are emotionally secure. For example, children are praised for sharing and taking turns and for helping the younger children in tasks, such as making friendship bracelets. Children are not regularly consulted, for staff to establish how they would like to see changes or improvements in the setting. This inhibits children from developing a strong sense of ownership and belonging.

Children are aware of and have a suitable understanding of their own personal care. They independently wash their hands before eating and after using the bathroom with no prompting from staff. A clean, well maintained environment and daily risk assessments of

the premises and resources help to ensure children's safety in the setting. Opportunities to engage in physical activities support children's physical development and help to enhance their health and well-being. Children's knowledge and understanding of how to stay safe is enhanced as they follow the safety rules, such as when they walk from school to the setting. All of the children wear high visibility jackets and follow safe procedures for crossing the road as they use the school patrol. A doorbell alerts staff when parents arrive and they follow the setting's procedures, with regard ensuring children only leave with known adults. A password system is in place, which staff use if unknown adults arrive to collect children. This is pre-agreed with all parents. Children's understanding of how to stay safe is promoted through the regular evacuation practices that they take part in.

Children are provided with healthy snacks and drinks at the setting. However, they are not consulted on the types of foods they would like to eat or in the preparation and serving of the snacks. Alternatives to what is available are not sufficient to meet the needs of all children. For example, they are offered a choice of jacket potato and beans or cream crackers and butter. For those children who do not like beans there is no alternative topping to their potato and there is no choice of topping for the crackers. In addition when snack is sandwiches, children are not encouraged be independent in preparing and making their own.

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

All staff have a good knowledge and understanding of safeguarding and of their role and responsibility regarding child protection. A well written safeguarding policy is in place and staff are clear on the procedures to follow if they have any concerns. Management have implemented effective recruitment procedures to establish the suitability of all staff that are employed to work with children within the setting. For example, before recruitment interviewees are invited into the setting for staff to assess how they engage with the children and join in with their play.

Management and staff have a suitable understanding of the learning and development requirements. However, this is limited as the activities planned do not take full account of children's next steps in their learning. A supervision and appraisal system is in place which enables the manager to monitor and assess staff practice and performance. This ensures staff continue to develop their skills, although it is not effective in ensuring activities are planned to include the next steps identified for individual children by the teachers within school. Through evaluation of their practice, management and staff clearly identify their strengths and acknowledge that there are areas of development that are still to be implemented.

Positive relationships with parents have been established. Staff exchange information with parents and carers on a daily basis around the care of their children and they pass on any information from school, ensuring parents are kept fully informed. Parents speak of their appreciation of the setting and how well staff accommodate theirs and their children's needs. Parents also comment on how their children enjoy their time at the setting. Regular exchanges of information between the staff and the teaching staff of the school where the

children attend, promotes their welfare and well-being. However, it is not fully effective in promoting high levels of consistency with their learning and development across both settings.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY423278
Local authority	Derbyshire
Inspection number	875752
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	35
Number of children on roll	6
Name of provider	Fairy Tales Day Nursery Partnership
Date of previous inspection	31/10/2011
Telephone number	01246 810848

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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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