

# Big Kidz @ Catshill

Catshill First School & Nursery, Gibb Lane, Catshill, BROMSGROVE, Worcestershire, B61 0JP

## Inspection date

28/11/2013

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 happy, motivated and eager to learn. They show good levels of curiosity and imagination and demonstrate good communication skills and self-confidence.
- Staff develop good partnerships with parents and information is continually exchanged. As a result, parents are highly satisfied with the good level of care and support provided and are well-informed of their children's ongoing learning and development.
- Children are familiar with the rules and routines of the setting and this means that they behave well and are relaxed, happy and settled.
- Management and the staff team show a strong desire for quality and are constantly reflecting on their practice and the environment that they provide for children. Consequently, strengths and weaknesses are known and priorities for improvement effectively identified.

### It is not yet outstanding because

- Children's ability to express their imagination and to develop problem-solving skills is not maximised. This is because a wide range of resources that can be used in a variety of ways are not readily available to them.
- There is scope to use outdoor areas more effectively, in order for children to gain a greater knowledge and understanding of the food chain and how plants grow and thrive.

## 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 inspected conducted a tour of the premises.
- The inspector spoke with the providers and staff at appropriate times throughout the inspection.
- The inspector interacted with children throughout the inspection.
- The inspector observed activities throughout the out of school club in both indoor and outdoor spaces.
- The inspection carried out a joint observation with the manager of children engaged in spontaneous play.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector sought the views of parents.

## Inspector

Carol Johnson

## Full report

### Information about the setting

Big Kidz @ Catshill was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by Big Kidz @ Catshill Limited. The club operates from one main room within Catshill First School, near Bromsgrove, Worcester and caters for children attending Catshill first and middle school. Children share access to a secure school playground.

Children are aged from four to eight years. Older children up to 13 years also attend the setting. There are currently five children on roll in the early years age range. The club offers wraparound care from 7.30am until 9am and 3pm until 6pm each weekday. A holiday playscheme operates, according to demand, during main school holidays from 7.30am until 6pm. Children attend for a variety of sessions.

There are five members of staff who work with children. Of these, four hold a National Vocational Qualification at level 3 and one member of staff has level 2. One member of staff is also working towards a foundation degree in early years.

### What the setting needs to do to improve further

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

- enhance further children's ability to express their imagination and to develop problem-solving skills by increasing the availability and range of resources that they can use flexibly and in many different ways
- extend resources and develop the use of outdoor areas, to offer children further opportunities to learn about the food chain and how plants grow and thrive.

### Inspection judgements

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

The quality of teaching is good. Staff are friendly and provide a wide range of activities to support children's development. They particularly encourage children's personal, social and emotional development and their language and literacy skills. This ensures that children are confident in new surroundings and able to make their needs and views known. Each child has a key person, who is a familiar and accessible figure and who understands their needs and interests. In addition, the key person observes their key children, follows their progress and is a point of contact for parents and other professionals involved in children's care and education. Consequently, children feel happy and secure and are confident to try

out new things and express their thoughts and emotions.

Children are welcomed into a relaxed play environment that is inviting, bright and stimulating. The planning of activities, by staff, is very much led by children and accurately reflects children's individual needs and interests. Consequently, children are stimulated, happy and engaged. Staff are enthusiastic in their approach, which inspires children to be active learners and to remain involved and interested in the activities provided. Staff join in children's play and children particularly relish in the attention they receive while playing a range of board games. Staff encourage turn-taking, fairness and help to children to understand the aim and rules of the games. Furthermore, staff skilfully ask children open-ended questions to encourage them to think, problem solve and respond.

Children are highly confident communicators. Older and younger children confidently chat and interact with each other. They show respect to each other as they share resources and take turns with popular equipment, such as the computer. At breakfast and snack times children sit together and listen to each other as they talk about their day or the activities they have planned. Children enjoy being involved in conversations with staff and gain confidence because staff respond to their comments with interest and listen to what children have to say. Consequently, children learn to speak in group situations and to vocalise their emotions, both of which are useful skills to support their future learning.

Children of all ages enjoy being creative. They develop their imagination and recreate familiar experiences as they play with role play equipment, small world toys and dolls. Staff ensure that there are plenty of opportunities for children to initiate activities themselves and independently follow up their own interests. A variety of writing materials are easily accessible and staff regularly plan activities that allow children to express their ideas and creativity using paint, crayons and collage materials. Nonetheless, there is potential to extend the range of resources available to support children's free play, curiosity and imagination. For example, children do not have access to a wide range of resources that help them to create their own secret spaces where they can talk, play and dream. Consequently, children's ability to independently try things out, solve problems and be creative is not always supported as well as it could be.

Children engage in activities both indoors and outside and there is easy access from the classroom, used for club, to the school field and playground. Children have plenty of space to relax and expend energy. Outside, they participate in team games, develop ball skills and generally, run around. As a result, they learn to move with confidence and agility and develop co-ordination. However, the learning potential of the outdoor area is not fully exploited. There are no designated planting areas for the club and resources to support children's experiences in this respect are not readily available. As a result, opportunities to teach children about the food chain and how plants grow and thrive are not maximised.

Parents know about their children's experiences and can support their children's welfare and learning at home and in school. This is because staff regularly share information with them about their children's activities both verbally and in writing. For example, children's learning records are available for parents to view and activity plans are displayed. In addition, lots of examples of children's artwork are attractively displayed on the classroom walls and newsletters inform parents of future events and activities. Consequently,

partnership working between the club and home is fostered and children's individual needs are clearly known and supported.

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

Staff create a friendly and inclusive atmosphere where everyone is welcome. An effective key person system is in place to help children settle into the club. Children complete an 'All about me' form when they start at the club and this details their preferences and interests. This form enables staff to support children appropriately and to plan and provide experiences, which they know children will enjoy. Children are confident to share their feelings and concerns because staff are skilled in responding in a caring way. They demonstrate how content they are when they sit alongside staff and talk openly about their day and their lives outside school.

Children are comfortable in their surroundings and are showing good awareness of their own safety. For example, they let a member of staff know if they wish to leave the room to visit the toilet and inform them of their return. They know not to run inside and understand why they must sit whilst eating or drinking. In addition, children regularly participate in emergency evacuation drills and this means they know how to get out of the premises quickly and safely.

Children's behaviour is managed effectively by the staff team and this successfully supports children's personal, social and emotional development. Staff consistently use positive techniques, such as praise and encouragement and work closely in partnership with parents and the schools children attend. Children have clear boundaries to follow and are involved in creating the club rules. Consequently, they understand what is expected of them and behave considerately towards others. Staff talk to children about the consequences of their actions and help them to understand the needs and viewpoints of others. As a result, minor conflicts are promptly resolved and there is a calm and friendly atmosphere in the club.

The club environment is stimulating, both indoors and outdoors. Children's artwork attractively displayed around the classroom enhances the appearance of the environment and creates a sense of identity for the club. Children proudly talk about their pictures and parents and visitors are provided with useful information about children's experiences and their achievements. The classroom is set up in such a way that there is plenty of space for children to play and rest, while maintaining sufficient room for children to quietly do their homework should they wish to do so. Children show good levels of independence and make lots of self-chosen decisions regarding their play and learning. They are able to do this because a good variety of resources is stored in ways that they can easily access. For example, a selection of resources is stored on low-level shelving units and in boxes on the floor. Also, children are consulted about the resources and experiences that they would like and are confident to ask for resources that they cannot see or reach.

Children's ongoing good health is promoted well. They competently follow good hygiene routines with minimal support and manage their personal needs with ease. They know

why it is important to wash their hands before eating and speak confidently about 'getting rid of germs'. At snack time children sit together and are fully involved in the preparation of snack. They use knives with confidence as they butter their toast, with staff supporting the younger children as required. Staff record information relating to any allergies or cultural dietary preferences, which ensures all staff are aware of children's individual dietary needs and they are not given any foods that contravene these. Children have regular opportunities for outside play. As a result, they are receiving plenty of fresh air and exercise.

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

The manager and staff have a secure understanding of the Statutory framework for the Early Years Foundation Stage and are fully aware of their individual and collective roles and responsibilities. The management team closely monitors the educational programmes and ensures children benefit from a broad range of carefully planned experiences throughout each session. They recognise how important it is that children learn through play and that their experiences at the club reflect their needs and interests and complement their learning elsewhere.

Child safety is a priority in this well-organised setting. Staff are deployed well and the premises are secure. Risks are assessed and managed well, enabling children to freely choose activities, test their skills and make new discoveries within safe boundaries. Rigorous recruitment procedures are followed by management and children are not left unsupervised with persons who have not been appropriately vetted. Staff show a good understanding of child protection. They understand the signs and symptoms that may indicate abuse and know what to do in the event of any concerns. The club safeguarding policy includes all required information and is shared with all staff and parents. As a result, children's safety and welfare is effectively promoted.

All staff are early year's qualified and demonstrate a positive attitude towards their continuous professional development. They relate how training has made them more aware of the ways in which children learn and the impact of their practice on children's education and welfare. Staff have attended a variety of short courses to enhance their knowledge and understanding of relevant subjects and most staff are trained in paediatric first aid. New staff members receive a thorough induction and robust systems are in place for staff supervision and appraisal.

Reflective practice is an integral part of the daily routine; staff are constantly considering whether the environment, their practice and experiences for children can be improved. Staff welcome the views of parents and children and use their ideas to improve resources and shape activities. For example, children's requests for additional resources and improved experiences are displayed on an 'ideas list' on the classroom wall. Staff explain how the recent purchase of extra outdoor toys, including a basketball net, was inspired by children's requests and contribute greatly to children's improved physical skills, all-round exercise and enjoyment. Furthermore, the management team regularly observe staff

practice and staff meetings provide good opportunities for management and the staff team to discuss ways of raising standards. Management adeptly recognise weaker areas and promptly change or adapt practice and procedures to reflect this knowledge. This demonstrates a good capacity for continuous improvement.

Staff recognise the importance of working in partnership with other early years professionals. They have established good links with the schools children attend and ensure any messages are passed onto parents. Information is frequently exchanged about children's welfare and experiences and achievements. As a result, there is continuity and consistency in children's care and learning. Parents interviewed during the inspection praise the setting highly. They comment on the calm atmosphere at the club and the friendly and approachable staff team. All the parents interviewed commented on how well staff interact with children and how happy their children are to attend.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY459442
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	921160
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Big Kidz @ Catshill Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07828 609994

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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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Piccadilly Gate  
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