

# High Street Centre

Methodist Church, High Street, Rawmarsh, ROTHERHAM, South Yorkshire, S62 6LN

## Inspection date

Previous inspection date

02/12/2013

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 make friends who are from different year groups and schools, helping them develop their social skills and self-confidence.
- Strong links between the schools and the club and parents provide good continuity of care for the children, which ensure their needs are met.
- Highly qualified staff have a good understanding of the ways in which children learn best and are highly skilled in engaging children in activities, to build on what they already know and can do.
- Children are confident and feel valued as they contribute to the planning of activities. They know how to behave and enjoy attending the after school club.

### It is not yet outstanding because

- Opportunities for younger children to be more independent at snack time are not fully established.
- There is scope to review the way training needs are identified by placing even stronger emphasis on interactions with children by everyone involved in the club.

## 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 spoke with children and parents throughout the inspection and took account of their views.
- The inspector held meetings with the manager and spoke to staff and volunteers.
- The inspector looked at a sample of documentation, including policies and procedures.
- The inspector observed activities available and accompanied staff to collect children from school.

## Inspector

Christine Walker

## Full report

### Information about the setting

High Street Centre is an after school club, which was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Rawmarsh area of Rotherham and is managed by a charitable organisation. The club serves the local area and is accessible to all children. It operates from rooms within the Methodist Church.

The club operates a collection and pick up service from six primary schools in the local Rawmarsh and Parkgate areas of Rotherham. It opens Monday to Friday term-time only from 3pm until 6pm. Children attend for a variety of sessions. There are currently 35 children attending and of these, 16 are in the early years age group. The club employs two members of childcare staff and 10 volunteers assist on designated days throughout the week. Both members of staff hold appropriate early years qualifications at level 6 and the manager holds Early Years Professional Status. It supports a number of children with special educational needs and/or disabilities.

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

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

- enhance opportunities to promote children's independence through daily routines, such as pouring drinks and cutting fruit at snack times
- review how training needs are identified by conducting rigorous observations of interactions in order to develop higher quality teaching and learning by all involved in the care of children.

## Inspection judgements

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

Staff at this welcoming club have a positive impact on children's learning and development. They have a secure knowledge of the Early Years Foundation Stage and how children learn. Useful information about children's care and learning is gathered from the parents as they register their child for the club. Children focus well and engage in the activities provided by staff, which complements the learning that takes place at school. Regular observations and assessments help staff make sure that children access a variety of activities to develop their physical, social and communication skills as well as the specific aspects of learning. Consequently, children are supported well to develop their skills for their future learning.

Staff are skilful at interacting with children and challenge them by using open-ended questioning and value their comments and contributions well. This was seen as the children build extensively with small interlocking bricks and show the completed models to parents when they go home. 'Wow' sheets celebrate children's achievements with parents, acknowledging their accomplishments and promoting confidence and self-esteem. Children listen to staff and follow instructions well. For example, as children completed somersaults on the mats they listened to the staff member and learned how to land and jump up with poise. As they continue to practise they are proud of their achievements and excited at being successful. Children enjoy being creative and use cutting skills to make three dimensional Christmas trees and cut out snowmen to make intricate pictures. Resources are freely available to allow them to use glitter, glue, felt tips and other creative resources to individualise their pictures. They share their achievements with other children who are keen to join the activity. Children also enjoy writing as they make a Christmas cards list, counting the names to ensure that everyone in their class is included. They also enjoy a range of box games with volunteers which encourages turn taking and following rules. The high levels of adult support available ensure that an adult is always available to join in.

Children are happy in the club atmosphere and look forward to coming. They clearly have fun with the activities that the staff provide and they are eager to play. This term children have enjoyed den building, baking, sherbet making, designing their own board game and candle making and other activities to complement and extend their learning from school. There is a good balance between adult-led activities and children making independent choices about their play. Staff are excellent role models, and as a result, children are extremely well behaved and show great respect for their friends, staff and their environment. Children express their thoughts about the club by stating that; 'It's fun' and 'I like building blocks best' while others like drawing and building dens. Staff have developed very good relationships with parents who are also very complimentary about the club. For example, one parent states; 'It's fantastic I can't fault it'. They praise the good rapport with staff and the good links with school and the fact that staff ensure information from school is handed over so that they are informed about their child's day at school.

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

Children benefit from a calm and supportive atmosphere where they are listened to and encouraged. Staff help new children understand what is expected of them when they first attend and make sure they are happy in their play. Consequently, children quickly settle. Staff promote children's good health through effective health and hygiene routines. For example, good hand washing routines are in place when staff and children are preparing and serving food. Teatime is a social experience and offers the children the opportunity to make choices, such as what they want to eat and drink from the choice available. Children are often involved in making their own snacks, such as preparing sandwiches and wraps. A selection of fresh fruit is available and children discuss how this helps keep them healthy. It also offers them opportunities to sit together and talk to their friends and older children in the club. However, younger children's independence is not always supported as the large jugs are too heavy to allow them to pour their own drinks and the fruit is pre-cut.

Practitioners are quick to praise and build self-esteem, as a result, children develop the self-confidence to participate and experience a wide range of learning activities and sharing resources amicably. This developing confidence is evident in the way that children move from one activity to another, observing the routines of the after school club. For example, one child has spent some time building a large box from interlocking squares. She willingly shares the squares so when another child approaches they could play together. Children learn to make a positive contribution to the club, for example, by making small posters for the noticeboard about their favourite activity. Children are confident to talk to the inspector and explain what they like to do and why they like coming. All children were observed to be very well behaved. They follow simple rules for staying safe and playing with others. Generally, children have good opportunities to learn about keeping themselves safe because staff help children to understand about using equipment safely, such as the use of scissors and to take care when playing hide and seek or running games in the room. Staff ensure children have daily opportunities to develop their physical skills and let off steam after a day at school. They ensure space is available for this and set aside time for games, such as hide and seek or parachute games. In the summer they take regular trips to the nearby parks to compensate for the lack of an outdoor play area.

Children's individual needs are known by staff as they spend time talking to parents and children during their initial visits to the club and back this up with discussions with teaching staff at the school. This helps support children in the transition between school, home and the club. This is further enhanced by a 'buddy' system where older children support younger children and help to organise games and plan activities. This has a positive impact on their self-esteem, confidence and enables younger children to settle well. Parents speak positively of how quickly their children have settled and the welcoming staff. All children are allocated a key person and this has enabled staff to work more closely with parents, share information and ensure that children's care is tailored to their individual needs. This also helps children to settle into the routine of the club. In addition, suitable handover systems from school to the club ensure the children's day is discussed and any issues passed on appropriately to parents. Children are happy and feel secure in a welcoming environment. They make good relationships with staff and one another.

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

Children's welfare is well promoted because policies and procedures are effective and are implemented well. Staff have a good understanding about their responsibility to meet the requirements of the Statutory framework for the Early Years Foundation Stage. Overall, staff and management place a high priority on keeping children safe and secure. Children are safeguarded well at the club and staff have an accurate knowledge and understanding of the safeguarding procedures. The manager understands her overall responsibility and ensures the safeguarding and welfare requirements are implemented. Children's safety is given high priority, risk assessments are undertaken and are routinely reviewed. Their demeanour shows they feel safe and secure in their environment and that they trust those responsible for their care. Children move confidently around the club and are willing to

join in the various activities. Information needed to support children's welfare is sought at the time of registration. Staff effectively promotes children's welfare as records accurately reflect accident and incidents and these are shared with parents and carers.

Good security systems are in place to ensure that no unauthorised person enters the after school club. For instance, the main entrance door to the building is locked and visitors are met at the door by the receptionist. Visitors are signed in and out. The fire alarm is tested regularly and children know what to do in the event of a fire. All of this contributes to ensuring children's safety. The club has a broad range of policies and procedures, which are available to parents and clearly understood by staff and volunteers. These have recently been updated to ensure they continue to meet current requirements. The children benefit from both members of staff having an appropriate early years degree and the manager having Early Years Professional Status. This is obvious from the range of activities provided and their skills when working with the children. The manager has high expectations for the future development of the club.

Management use effective recruitment and employment procedures to ensure that the staff and volunteers are suitable to care for the children. These include references, qualifications, induction supervisions and appraisal procedures, as well as Disclosure and Barring Service checks. In addition, a thorough induction procedure ensures that all staff and volunteers have a secure knowledge of their roles. As a result, children receive a high level of care. Effective performance management, such as, appraisals, support staff to improve their skills and identify any training needs. Training focuses on updates in first aid, safeguarding children and food hygiene. Further training needs are identified through discussions and the staff appraisal process. The club has a team of regular volunteers who help with the children, serving snacks, playing games and interacting with them throughout the session. However, there is scope to review how training needs are identified for volunteers. This is so that children also benefit from good quality interactions with volunteers so they continue to make good or very good progress in all areas of learning.

The club has started to self evaluate its provision and is involving parents and children in the process. In response to parent feedback from the parent consultation evening, the snack menu has been changed to better reflect parents' wishes and children's likes and dislikes. The club is in the process of completing a draft self-evaluation form which effectively prioritises the way forward. Effective partnerships are in place with parents. Parents receive good information about the after school club and there is a two-way approach to caring for children. Regular newsletters, parents' evenings and a parents' consultation evening ensure their views are listened to and acted on, as the club has recently expanded to take in children in the early years age range. The close partnership with parents and schools enables the staff to meet the children's individual needs and maximise their learning.

### **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

<b>Unique reference number</b>	EY461570
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	923904
<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>	24
<b>Number of children on roll</b>	35
<b>Name of provider</b>	The High Street Centre Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01709719478

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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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