

Stars Out of School Club

Hilton Village Hall, Peacroft Lane, DERBY, DE65 5GH

Inspection date	09/01/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
		2
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 and settle quickly, which is due to the welcoming environment and friendly approach by staff. Children thoroughly enjoy coming to their club because they have fun.
- Staff have a good understanding of how all children learn. They provide a good range of planned and spontaneous activities to promote children's learning through play. Activities provided complement the children's school experiences.
- The manager carries out regular performance monitoring and makes sure each member of staff has an individual training and professional development plan that motivates them and improves their practice.
- Parents feel welcome and appreciate exchanges of information about their children's learning. This helps provide continuity of learning for children.

It is not yet outstanding because

- There is scope to review the use of space to include areas for children who wish to relax or 'chill' after being at school all day.
- At tea time, some staff do not always use the occasion to develop children's communication skills by extending conversations and discussions, in order to further promote children's communication and language skills.

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 engaged in activities both inside and outdoors.
- The inspector spoke to children and staff and held a discussion with the manager and directors.
- The inspector invited the manager to complete a joint observation.
- The inspector sampled documentation and records, including children's learning journals and staff files.
- The inspector viewed a sample of the club's policies and procedures.

Inspector

Janice Hughes

Full report

Information about the setting

Stars Out of School Club was registered in 2013 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is situated in Hilton village hall, in Hilton, Derbyshire. The club serves children who attend Hilton Primary School and is accessible to all children. It operates from two rooms and there is a fully enclosed area available for outdoor play.

The club is open five days a week during school term time only. It runs a breakfast club which operates from 7.30am until 9am each morning and an after school session from 3.15pm until 6.15pm each evening. There are currently 43 children on roll, of whom eight are in the early years age range. Children attend for a variety of sessions. The club employs seven staff, of whom five hold early years qualifications at level 2 or 3 and both of the directors and the manager hold a degree in childcare. 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:

- increase the opportunities for children to extend their communication skills at tea time, for example, by encouraging all staff to instigate conversations and discussions
- review the play areas provided by the club and provide furniture and space for children who wish to relax or 'chill' after being at school all day.

Inspection judgements

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

Children are eager to attend the club and motivated to learn. They have access to a variety of age-appropriate toys and resources to encourage them to make good progress in their learning and development. Staff have a good knowledge of the prime and specific areas of learning. They are mindful that children have been at school all day and plan a range of adult-led and spontaneous activities to promote their learning through play. This ensures that children remain interested, stimulated and have fun. The freedom to choose their own play enables children either to follow their own interests or engage in an adult-led activity. Staff demonstrate that they know the children well. They regularly monitor and evaluate children's progress and act on the findings, in order to maximise learning opportunities. Staff have a secure understanding of the learning and development requirements, which guides them in planning an exciting range of activities both in and

outdoors. When planning activities, the manager supports and complements the educational programmes children are following in school, for example, by helping the children with their homework or hearing them read. Furthermore, children's ideas are valued and included in the planning of activities. Parents state that they are well-informed about their children's progress. They like the fact that staff are happy to support their children to do their homework if their child so wishes. Staff find out all about the children to ensure that they provide a service that meets their individual needs. They gather some 'all about me' information on the registration forms, which includes details, such as family, favourite toys, what the child can do and activities they like, which helps staff to establish children's interests.

Children talk regularly and confidently with staff and each other and are happy and settled. However, there are times, such as at tea time, when some staff do not encourage the children to have conversations or discussions or extend the conversations that are already happening. For example, one member of staff speaks to the children about what they have been doing at school, which leads on to children telling her about their achievements and a discussion evolves about what letter sounds the children know. In contrast, another member of staff only joins in talking when the children instigate the conversation. This conversation is short and does not lead to a discussion or have purpose. Children's early writing skills are developing well. They are encouraged to label their own work and practise writing in a variety of situations. Samples of their artwork are displayed on their display board. This helps to provide children with a sense of belonging. Staff fully understand that children need time to pursue their own learning without interruption. They provide good opportunities for children to complete activities to their satisfaction and to return to the activity when they wish. Children benefit from opportunities to play outside on a daily basis. They have access to a range of small and large play equipment. They join in a variety of organised games, which are planned by a sporting coach, who is also a member of staff. For example, they thoroughly enjoy playing a chasing game. Staff encourage the children to think about team strategies to get the other team out and encourage fair play. Children are able to access the outside daily as they use a floodlit area which has an 'astro' surface.

The club offers an inclusive and welcoming environment. Children are able to help themselves to a good range of toys and resources, and activities are set up for them on arrival. Children arrive excitedly and they clearly know the routine, settle quickly, and become highly involved in activities. They thoroughly enjoy sticking and making things, such as models, for example, 'a jungle tree house' and 'cosy bed' out of recycled materials. These types of activities encourage the children to think for themselves and solve problems. They also provide opportunities for children to use their gained handling skills as they cut and stick things together. They enjoy playing with the dominoes game using the mathematical skills they have gained. The reading tent enables children to sit and look at or read books independently. Children are learning good information and communication technology skills, as they play games, such as matching numbers and letters. Here, children drag and pull the objects using the 'mouse' effectively. When talking to the inspector the children state that they particularly enjoy the art and craft activities and their outside sessions. They like the fact they can ask for anything they want and choose the activities to participate in. The staff team are committed to providing children

with good quality care and learning. Above all, children are having fun as they participate in a range of exciting activities with their friends after school.

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

Children are happy and content in this friendly, welcoming out of school club. Staff have formed good relationships with the children and know them well. It is clear the children feel safe and secure in this club by their confidence and willingness to share their experiences with the staff. Staff help children to settle well, to feel secure and develop a sense of belonging. As a result, children establish good emotional attachments. In discussions with parents, they are very complimentary about the way in which their children grow in confidence and self-esteem at this club. Staff are good role models of behaviour and attitude and children follow their example. Good, warm and caring relationships between key persons and children are evident. Children are polite, show they have learnt to share, take turns, make friends and behave in an acceptable manner. They display a good awareness of responsibility within the club. Children's behaviour is good as they are fully engrossed in what they do. They are encouraged to talk about and recognise their own needs and those of others. They are involved in agreeing the club's rules and are kind and caring towards their friends. This supports their feeling of safety within the club. Staff demonstrate that children are valued and respected, for example, by praising their achievements and providing for their individual needs.

Children routinely wash their hands before sitting down together for tea. They independently serve their own tea and pour their own drinks. They receive substantial food, such as spaghetti on toast and crispy cakes for tea. In addition, they are encouraged to clear away their own plates, dishes and cups. This helps their future self-help skills. Children love to be outside in the fresh air and eagerly participate in games which help their self-esteem and confidence. Staff encourage the children to participate in outside activities and explain well about the effect exercise has on their bodies. This helps children to understand about healthy lifestyles. The main room where the children play is spacious. Staff generally make best use of this. For example, there are different areas so that children can make independent choices. The club is well resourced both in and outdoors to support children's all-round development. Both boys and girls are equally encouraged to participate in a wide range of activities to build on their current knowledge and skills. The premises are secure and resources mostly meet children's needs and interests. However, there is scope to review the use of space and resources so that children have opportunities to relax or play quietly after a busy day at school.

Staff place a high priority on children's safety. Children are learning to keep themselves safe as they practise the fire procedure. They learn about road safety and stranger danger when they walk to and from school. As a consequence, children show a high awareness of personal safety and are becoming aware of how to keep themselves safe at all times. In the main there are good links with the host school to ensure that children are provided with the effective support for the move between the club and school. Staff share information verbally with school and parents to ensure that children's needs are met and to help them to make good progress.

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

Management has a good understanding of the learning and development requirements relevant to the provision. They are committed and passionate about providing the best possible care and learning for the children. The manager is organised and therefore, the club is effectively led and managed. Staff have a good knowledge and understanding of safeguarding procedures and how to protect children. They have a good understanding of their role and responsibility to protect children in their care. All staff have a secure knowledge and understanding of safeguarding issues and the procedures to follow should they have a concern about children's welfare. Management has robust systems in place to monitor and audit staff's knowledge. The premises are safe and secure and there are good arrangements for admitting visitors and for handing children over to their parents. Risks to children are effectively identified and minimised through a combination of daily checks and written risk assessments. There are effective vetting and recruitment procedures that ensure all persons employed are suitable to work with children. Good systems are in place to keep children safe. The premises are secure and visitors are required to sign the visitor's book to further safeguard the children. In addition, children are supervised well both in and outdoors. The complaints process for parents is also prominently displayed along with the Ofsted information poster should parents have a concern or wish to make a complaint. Clear policies and procedures and documentation underpin practice very well and help to keep children safe.

The robust recruitment, induction and performance management systems ensure that staffs' strengths are valued and recognised and targets are set that identify areas for improvement. Management demonstrate a strong commitment to continuous improvement. Accurate identification of priorities through self-evaluation and implementing these, provides continued and systematic improvement to the quality of the provision. For example, they have identified the need to improve the communication between the club and Hilton school because they feel the communication books are not being used consistently enough. They are also in the process of arranging a network meeting with the appropriate members of the school, to improve the quality of care for the children, over time. The club has a clear vision for the future. The staff value and respect the views of both parents and children as part of their self-evaluation process. Parents complete questionnaires and children are encouraged to express their views. The manager monitors staff performance through regular meetings, supervisions and appraisal system. Staff have opportunities to develop their knowledge and skills through attending training courses. When planning activities for the club, the manager supports the educational programmes children are following in school. Furthermore, children's ideas are valued and included in the planning of activities.

There is a strong focus on partnership working with parents who are warmly welcomed into the club. Staff are available to discuss a child's day and the progress they are making. The noticeboard ensures that parents are well informed and initial discussions with parents ensure that a two-way flow of information is exchanged effectively. In discussion with parents during the inspection, comments indicate that they are happy with the service their children receive. They notice their children becoming more confident with

increasing levels of self-esteem. Children also state that they enjoy coming to the club, joining in the exciting activities and playing with their friends. Management is fully aware of the importance of working with other professionals as the need arises in order to help children who may need extra support to close gaps in 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

Unique reference number	EY466823
Local authority	Derbyshire
Inspection number	928366
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	43
Name of provider	Little Stars Nursery Limited
Date of previous inspection	not applicable
Telephone number	01283734488

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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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