

The Allsorts Club

Curdworth Primary School, Farthing Lane, Curdworth, SUTTON COLDFIELD, West Midlands, B76 9HF

Inspection date	20/01/2014
Previous inspection date	11/06/2009

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
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 enjoy the varied range of activities and experiences on offer to them in the club. This supplements their learning in school well and means children make good progress.
- All staff members are good role models and use consistent and clear boundaries for children who understand and follow the rules of the club, which ensures that they all enjoy a harmonious environment.
- Staff make parents feel welcome at all times. Parents and staff exchange highly useful information on a daily basis. This keeps parents well informed about their child's progress and enables parents to share ideas for supporting children's learning further.
- There are good systems in place to identify the strengths and weaknesses of the provision to enable the club to move forwards and sustain progress towards excellence.

It is not yet outstanding because

- There is scope to improve children's developing independence skills particularly during snack times.

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 the staff engaging in a range of indoor learning activities, play and daily care routines with the children.
- The inspector interacted with children and staff throughout the inspection and also held a meeting with the manager.
- The inspector looked at planning documentation, evidence of suitability of practitioners working in the setting and a range of other documentation.
- The inspector took into account the views of parents and carers from documentation available and also from children spoken to on the day.

Inspector

Patricia Dawes

Full report

Information about the setting

The Allsorts Club was registered in 1994 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and is run by a voluntary management committee. It operates from a mobile classroom within a primary school in the Curdworth area of Sutton Coldfield, West Midlands. All children share access to a secure enclosed outdoor play area. The club serves the children attending the school and is accessible to all children.

The club opens Monday to Friday during term time. Sessions are from 7.50am until 8.50am, and 3.15pm to 6pm. Children attend for a variety of sessions. There are currently 21 on roll, five of whom are in the early years age group. The club employs four members of childcare staff. All of whom hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

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

- enhance opportunities for children to further develop their independence skills at snack time, for example, by buttering their own bread and making wraps.

Inspection judgements

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

Children are happy and enjoy coming to the out of school club and taking part in a wide range of fun activities available after a busy school day. They relate well to their peers and staff, who support and encourage them to develop in confidence. Children are actively involved in planning and staff work well to accommodate children's preferences and support their progress. Staff's good skills in identifying next steps in learning ensure that individual interests, capabilities and ages are taken into account in the planning of activities. Staff members join children in their play and foster children's language development through conversations. They observe children and make notes to include in children's achievement books. Staff use of a communication book as a means to share information about children's care needs and learning between school, parents and staff.

The environment is organised well to enable children to explore and investigate. Staff create a secure environment where children demonstrate a sense of trust and develop warm relationships with adults and peers. Good organisation of resources promotes inclusion and provides free choice to encourage children's independence in initiating their own play. However, there is scope to extend children's independence skills further at snack time, so they have even more opportunities to do things for themselves, such as

preparing their own snack. A good range of art and craft activities support children to learn about their community and the wider world. For example, children have recently won the village church competition to design and make a Christmas tree. They have made colourful poppies for Remembrance Day, Easter bunnies, peacocks and puppets. They have talked about and made some Aboriginal art. Children are currently learning about Chinese New Year, making red gift envelopes, decorated with Chinese writing. They also have access to a varied selection of resources which depict positive images. As a result, children learn to value and respect others.

Children develop their understanding of mathematical concepts as they enjoy playing table top games that require them to balance and count or make a realistic camera with a construction set. Staff organise the environment to enable young children to be active and improve their abilities in coordination, control and movement. During group activities, children show good listening skills and respond enthusiastically while playing table football or air hockey. Staff explain the rules of play to younger children and give them praise when they score a goal. All children appear emotionally secure; they enjoy their environment, converse freely with staff and visitors and are confident and content. Older children help and support younger children including them in their play and helping them with activities. During children's self-initiated play, staff members are focused on building and complementing what children are learning at home and at school. Staff actively engage parents to share children's prior skills, knowledge and understanding through the use of an 'All about me' sheet. Parents have opportunities to be involved in their children's learning and development through daily conversations with their children's key person as they drop off or collect their children. Information about their children's learning and development is also available for them to see in the useful displays and colourful artwork around the room and comments made in the communication book.

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

A well-established key person system ensures consistent care for children, which helps them to feel happy and secure. Staff use communication books and school newsletters which cover all learning that children have taken part in during the day, both at school and at the club. As a result, children benefit from continuity and consistency in their learning to support them to make the transition between home, school and the club. Younger children play in both small and large groups and enjoy the company of older children particularly at meal times. Children initiate their play and invite peers to join in. The resources and play opportunities provided are appropriate and support children well to boost their confidence and self-esteem. All staff members are positive role models and take time to praise children when they show kindness to others, for example, when they include others by sharing and taking turns. They select and choose activities and enjoy the responsibility of carrying out small tasks, such as tidying up toys. The room used by the club is welcoming and safely set out in clear learning areas. A designated space is made available when required to enable children to relax and unwind. This helps them make the smooth transition from the school to the club.

Children are effectively supported to develop a good awareness of the importance of a

healthy lifestyle. They enjoy sociable meal times and make choices for their own healthy snacks. There are good opportunities for children to become active. For example, children have access to the school's outdoor area and equipment. Children take part in indoor activities in the club room when it becomes too dark or too wet to play outdoors. Topics and discussions are used well by staff to help to support children's understanding of safety issues, such as road and fire safety. Staff use consistently applied strategies and provide clear guidance, therefore, children behave well, demonstrating an understanding of the set boundaries and expectations within the setting. They learn to keep themselves safe through practical daily routines and staff guidance. Staff encourage them to express their views and make choices. This contributes to the level of their self-esteem and general well-being.

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

Policies and procedures are continually reviewed and all of the required documentation is effectively maintained. The safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage are understood by the staff team and are well met. Staff have a clear understanding of safeguarding children in relation to child protection issues. They receive regular training on safeguarding and are aware of their responsibility to report any concerns. Staff have worked together to produce a very informative display board for parents, children, staff and visitors. Systematic recruitment and vetting procedures, including a detailed induction of new staff helps to ensure that children are safe. The security of the premises is given a high priority and is well maintained throughout. To eliminate hazards, a detailed risk assessment and daily safety checks are carried out in all areas. This ensures children learn in a safe environment without restricting their development.

The manager and staff team are motivated to enhance practice through gathering the views of children and parents in order to identify areas for further improvement. Staff receive ongoing support from the manager who reviews the educational programme. This ensures a broad range of experiences are provided and monitored to help children to make good progress towards the early learning goals. Regular staff meetings and appraisals ensure practice is monitored and underperformance is tackled effectively. There is a clear improvement plan in place which leads to better outcomes for children. Any changes made are done so with children's individual needs in mind, therefore, the group's capacity to improve is positive.

Parents' and children's views are sought through discussion, the communication book and documentation, such as children's achievement books. Parents speak highly of the service and regard the staff as 'very approachable and friendly'. They appreciate how well staff adapt to children's routines and say their children love to come to the club. Staff work in partnership with other professionals involved in promoting specific children's needs and have a very positive relationships with the host school.

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	200481
Local authority	Warwickshire
Inspection number	871024
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	21
Name of provider	The Allsorts Club Committee
Date of previous inspection	11/06/2009
Telephone number	07721 005995

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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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