

# Little Monsters Playcare at Arden Forest Infant School

Arden Forest Infant School, Weston Lane, Bedworth, CV12 9RT

<b>Inspection date</b>	27/01/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Staff provide daily group activities like the 'show and tell' session, which help to support children's communication skills.
- Staff promote children's critical thinking and literacy skills through activities, such as, stories, reading and writing.
- Staff support children's physical development and good health through a range of sport activities, which includes football.

### It is not yet good because

- Relationships with the school and parents are not robust enough. Sufficient information about children's learning and development is not shared. As a result, staff cannot be sure the activities they provide complement those offered to individual children in school.
- Opportunities to help younger children learn about the importance of consistent hygiene routines are not fully embraced.
- Self-evaluation does not provide an accurate reflection of the setting's strengths and weaknesses and ensure that improvement plans are effectively implemented.

## 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 staff engage in a range of indoor and activities with children.
- The inspector spoke with the manager, staff and children at appropriate times throughout the day.
- The inspector looked at documentation, including children's records, evidence of the suitability of staff and a selection of policies and procedures.
- The inspector took into account the views of parents spoken to during the inspection.

## Inspector

Kashma Patel

## Full report

### Information about the setting

Little Monsters Playcare at Arden Forest Infant School is owned by Nuneaton and Bedworth Leisure Trust and was registered in 2013. The setting is registered on the Early Years Register and on both the Voluntary and Compulsory parts of the Childcare Register. It operates from Arden Forest Infant School in Bedworth. The setting serves the local area and has strong links with the school. The provision has access to the school playground and playing fields for outside play.

The setting opens Monday to Friday, during school term times. Sessions are from 3pm until 6pm. Children are able to attend for a variety of sessions. The setting cares for children aged over four years to 10 years. There are currently 56 children on roll, of whom six children are in the early years age range. The nursery employs four childcare staff, of whom three hold appropriate early years qualifications at level 3. The manager holds a qualification at level 6.

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

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- extend partnerships with the school and parents to create a regular two-way flow of information and to gather more information about children's individual starting points and interests when they first join the club, in order to plan appropriate learning experiences that build on what children already know and can do.

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

- provide more opportunities for younger children to learn about and adopt good hygiene practices, for example, by ensuring that hand washing routines are consistently implemented
- extend the system for improvement and self-evaluation by more accurately identifying and planning for future priorities and give parents more opportunities to share their views.

### Inspection judgements

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

Staff plan a suitable range of activities to support children's learning and development. Daily activities offer children opportunities to make choices and decisions about their play. Staff include children in the weekly planning, which helps to support their interests. However, staff do not collect enough information from parents and other settings when children first start. As a result, staff are not always clear about children's starting points and what they can already do. This prevents staff from having accurate early information to help children move forward in their learning. Nevertheless, children make adequate progress. They learn to be independent and cooperative as they help themselves to toys and play with friends. These skills help children to progress at school.

Children's ongoing development in the prime areas of learning is sufficiently supported. For example, their communication and language is promoted through group discussions. As a result, children show that they are confident in using their communication skills. Staff encourage children to share their ideas and experiences through the 'show and tell' session. For example, children share achievements from school with the rest of the group, which develops their self-esteem and confidence. Staff support children's literacy skills and critical thinking through stories and writing activities. Children are beginning to develop their understanding of equality and diversity through activities, such as celebrations of cultural events and tasting food from around the world. Suitable procedures are in place to support children with special educational needs and/or disabilities and those who have an additional language at home. Staff support children's problem solving skills as they encourage them to build towers and houses with wooden blocks. They learn about numbers and size as they sequence them. Staff support children's learning as they sit on the floor and engage in their play. They ask questions and make suggestions about how children can extend their play. For example, staff suggest that children add animals to their houses. Children develop their creativity as they take part in art and craft activities. They enjoy cutting and sticking with a range of materials, which supports their awareness of different textures.

Children make use of the school playground where they develop their large muscle skills. Staff arrange sporting activities, such as football with a coach, who teaches children new skills to support their physical development. Younger children develop their hand and eye coordination as they play with the ball and coloured cones. Children use the toilet independently and put on outdoor clothing, such as coats, for themselves, which helps them gain the necessary skills to support them at school.

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

A key person system is in place, which helps younger children to form appropriate bonds with staff. However, staff do not collect enough information when children first start the setting. This means that staff are not able to plan well enough for individual children, to ensure a smooth transition into the setting. As a result, some children take longer to settle into the group and do not show enough interest and enthusiasm in what is planned for them.

Most children show a suitable understanding of how to maintain healthy lifestyles as they

follow appropriate hygiene routines, such as washing their hands prior to eating and using the toilet. However, some younger children do not wash their hands before they have their snack from their lunch boxes. This shows that their understanding of good hygiene practice is inconsistent. Staff provide a range of fresh fruit and a jug of water is available, so children can pour a drink when they want. Children behave well as they take turns and share equipment, which helps them learn right from wrong and also supports their emotional well-being. Staff use reward systems, such as giving stickers and certificates to promote positive behaviour. Staff provide a suitable range of toys, equipment and furniture, which supports children's interests and learning. Toys are stored on the floor or in low-level storage to enable them to help themselves and continue their learning.

Children learn to be safe as they walk from local schools to the setting. Staff use the 'walking bus' procedure, where children wear high visibility jackets so they are easily seen. They know they have to look both ways before they cross the road to keep themselves safe. Regular fire evacuation drills supports children's awareness of what to do in an emergency situation. Staff provide daily opportunities for children to express their feelings and emotions, which helps to support them at school.

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

Appropriate procedures are in place to protect children from harm. Staff attend relevant safeguarding training, which means that they understand what to do if they have any concerns about a child's welfare. All staff hold first aid qualifications and understand the procedures for dealing with any accidents or incidents within the setting. The club has suitable recruitment and vetting procedures in place to check that all staff employed are suitable to work with children. This includes a Disclosure and Barring Service Check for all staff. All staff have appropriate play work or early qualifications which ensures they have the skills and experience to care for children. Suitable systems are in place for staff development, which includes regular supervision to help support staff performance and identify training needs.

In other respects, the manager and staff implement generally effective monitoring procedures. Risk assessments and daily safety checks help make sure that children are looked after and play in safe, secure surroundings and use suitable toys and equipment. The manager ensures collection arrangements are reviewed weekly with parents and schools. Staff provide daily verbal feedback on children's care and the activities they participate in. Parents are pleased with the quality of the out of school care and feel confident to share relevant information with staff, including any concerns about the club. They all highlight that their children are happy and enjoy their time in the club. The manager is developing appropriate links with the school, however, at present not enough information is being exchanged and shared to support and extend children's learning between the two settings. The required records are retained about children and their families, including information about emergency contacts and who can collect them.

Appropriate attendance records are kept for children, staff and visitors, which helps to promote children's safety.

The setting has started to evaluate the educational programme through daily meetings and ensures they include children in the weekly planning. However, the self-evaluation process is not yet rigorous enough. Staff talk to parents and send out questionnaires, but these are not sent out frequently enough or reviewed in depth to help identify and address areas for improvement. This has an impact on children's learning as it does not allow all areas of weakness in the provision to be identified and addressed. Staff meet on a regular basis to discuss planning, which also involves children. This ensures activities are appropriate for children being cared for.

### **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>	EY466449
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	932454
<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>	56
<b>Name of provider</b>	Nuneaton and Bedworth Leisure Trust
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02476315913

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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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