

Ticklemetoo BAH Club

St. Margarets C of E Primary School, Arundel Road, Angmering, LITTLEHAMPTON, West Sussex, BN16 4LP

Inspection date

10/02/2014

Previous inspection date

20/11/2012

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Staff are highly skilled and sensitive to children's individual needs and as a result, children are very secure in their attachments with their key person and with all members of staff.
- The excellent partnerships formed between parents and staff provide a positive two-way flow of information that is highly valued. This enables parents to fully contribute and be actively engaged in their children's learning and progress.
- The staff and management team use an excellent range of learning strategies to engage children in active learning.
- Children explore the stimulating environment with confidence and enthusiasm. They independently access resources, initiate their own play, and are extremely self-assured.
- Children develop an extremely good understanding of the importance of physical exercise and a healthy diet as they are encouraged to access the outdoor play areas and are provided with a range of healthy foods and snacks.

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 viewed areas of the school accessed by the out of school club, including the outdoor environment.
- The inspector observed teaching and learning activities in the hall, library and outdoor area.
- The inspector spoke with staff and the management team at regular intervals throughout the inspection.
- The inspector checked the qualifications and suitability of the staff.
- The inspector examined a range of policies and learning and development records.

Inspector

Helen Edwards

Full report

Information about the setting

Ticklemetoo BAH Club re-registered in 2012 when it changed premises. It is part of Ticklemetoo Childcare Services and operates from St Margarets C of E Primary School, Angmering, in West Sussex. Children have access to a dedicated play room, the school library, and enclosed outdoor play areas. The provider is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 71 children on roll, 9 of whom are in the early years age group. The setting opens five days per week from 7a m until 9 am and from 3 pm until 6 pm during school term times. The holiday club opens from 7 am until 6 pm in the school holidays. The club employs seven staff, six of whom hold suitable qualifications in Playwork or 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 children's understanding of the world by increasing opportunities to investigate natural materials.

Inspection judgements

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

Staff understand the children extremely well and know precisely what is needed to engage and challenge them. This is due to the highly effective key person system and the robust procedures for tracking children's progress. Staff observe the children in their chosen activities, assess their learning and development, and plan exciting activities relevant to children's interests. Children's starting points are recorded when children first start to attend the club, in consultation with parents and teachers, and staff then plan for their next steps in learning. As a result, children make extremely good progress towards the Early Learning Goals.

The highly welcoming and stimulating environment supports children in becoming independent and initiating their own play as they are extremely well settled in their surroundings, and access resources with confidence. They engage in physical play using the large climbing equipment, and enjoy making dens with camouflage materials, creating quiet and cosy spaces to chat with their friends. Children use the extensive outdoor facilities in all weathers, and learn about the natural environment in the forest area and large playing fields. The all-weather enclosed outside area provides children with opportunities to play with balls, cones and ropes, and to enjoy the fresh air. Physical development is a particular strength of the provision and many children state that outdoor play is their favourite activity.

Staff engage in lively discussions with children, encouraging them to voice their opinions and develop their thinking skills. Children thoroughly enjoy lying on the comfy floor cushions in the library, reading books or having a member of staff read to them. Staff discuss with children stories they have read, and suggest other books written by the same authors. This helps to develop children's interest in books and encourage them to be avid readers. Children enjoy using the variety of resources in the writing areas, both in the hall and the library. Staff support their writing skills by helping them to form sentences and write letters correctly. Children's work displayed on the wall celebrates their achievements and interests. For example, posters encouraging the conservation of energy that children have designed, help to promote a wider understanding of our world.

Children talk about numbers with staff during everyday activities, and when playing table top games. They can choose to play chess or manipulate shapes with construction kits and the marble run. Children love to cook pizzas and engage in measuring out ingredients in the purpose built children's kitchen. Children have access to a small quiet room where they can chat with friends or use the computer. They learn to take turns and cooperate and engage in discussions around strategy and decision making.

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

Excellent relationships between staff and children help children to feel very safe and secure in their learning environment. When children arrive at the club, they greet the staff with smiles and hugs, and are eager to chat about their school day and what they would like to do. Reception children are collected from their classes and brought safely along to the club after school. A highly effective key person system ensures that children settle easily into the club, because staff get to know the children very well indeed. Parents state that they share their child's interests with the manager, and that these interests and activities are then offered at the club. This sharing of information means that children's learning and development is extremely well supported and that children feel a real sense of belonging. Their views are treated with respect and their opinions are important to all members of staff.

Staff are outstanding role models and as result, children behave exceedingly well. Consistent boundaries are in place to help children know what is expected of them and staff receive regular training to ensure behaviour management procedures are consistent. Children readily share the resources and take turns. They play harmoniously together and have respect for each other's needs and feelings. High priority is given to supporting children's physical development and their understanding of how to keep themselves safe and healthy. They enjoy extensive daily play outdoors, and learn to negotiate risks when climbing up and jumping down from large apparatus. Staff keep children safe through robust practices such as using walkie-talkies to tell members of staff when children are going outside or returning to the hall. Staff are extremely vigilant at pick-up times, ensuring children leave only with their designated adult.

Children learn about a healthy diet through the variety of fresh fruit and vegetables on offer at rolling snack time, where children can choose when they would like to eat. The

extensive range of resources and activities mean that children's needs are very effectively met across all areas of learning. However, there are fewer opportunities for children to investigate natural materials. Children learn independence through choosing from the activities on offer but they also feel confident to request additional resources as the need arises.

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

The quality of leadership and management is exemplary. The management team has a strong drive to reflect on the provision and seek the views of children, parents and staff to maintain consistent improvements. There is a very strong emphasis on safeguarding with comprehensive policies and procedures clearly understood by staff. Highly effective systems are in place to promote children's safety and security. All visitors to the setting are required to sign in and out, maintaining an accurate record of everyone coming into contact with the children. The management team maintains all documentation to an extremely high standard, and understands fully the safeguarding and welfare requirements of the Early Years Foundation Stage.

An exceptional staff development system is in place. A robust induction programme following an extensive interview procedure ensures all staff are suitable to work with children. Staff receive excellent training and professional development opportunities, through regular meetings and training. Ongoing supervision for staff is highly effective. Staff say how much support they receive and they are eager to improve their skills through sharing examples of best practice with their colleagues.

Partnerships with parents are excellent and parents speak extremely highly of the management team and the staff. They say that their children settled easily and thoroughly enjoy coming to the club. Parents appreciate the way the manager goes 'the extra mile' in making sure her child engages in activities that match her current interests. Parents state that staff share information about their child's learning, interests and well-being on a daily basis and that they are extremely confident their child is safe and happy.

The management team has high aspirations for maintaining quality and this underpins all aspects of care and education in the setting. They monitor curriculum coverage and ensure that children benefit from the full range of experiences on offer. Any gaps in planning are quickly identified and addressed, often in consultation with the children. Exceptional organisation and a dedicated staff team, who all work with a common purpose, ensure that children benefit considerably from attending this outstanding provision.

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	EY444008
Local authority	West Sussex
Inspection number	880966
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	30
Number of children on roll	71
Name of provider	Zoe Odell Elizabeth Duggan
Date of previous inspection	20/11/2012
Telephone number	07501421771

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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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