

Starburst's After School Club

Wilnecote Junior School, Smithy Lane, Wilnecote, TAMWORTH, Staffordshire, B77 5LA

Inspection date

Previous inspection date

11/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- Children benefit from a warm and welcoming environment. As a result, they are enthusiastic about coming to the club, where they socialise with a wide range of children and have fun.
- Children demonstrate a good understanding of what acceptable behaviour is supported by high expectations and guidance from staff.
- The club has robust policies and procedures in place including risk assessments which ensure that children are kept safe.

It is not yet good because

- Planned activities do not consistently provide appropriate levels of challenge and for children of different age groups and do not consider their individual capabilities and needs. This limits their learning and development, across all areas of learning.
- The information gathered from other settings when children first start at the club is not comprehensive and does not ensure that each child's care needs are fully met from the start.
- Self-evaluation of the setting has yet to be completed and has not yet considered the views of staff, parents and children in order to help develop plans for improvement.

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 activities within the different rooms of the club.
- The inspector held discussions with staff and the manager.
- The inspector looked at a selection of children's learning records and planning documentation.
- The inspector discussed the suitability and qualifications of staff working with the children.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Carole Price

Full report

Information about the setting

Starburst's After School Club was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built premises in the Wilnecote area of Tamworth and is managed by a sole provider. The club serves the local area and is accessible to all children. It operates from Wilnecote Junior School and there is an enclosed area available for outdoor play.

The club employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one at level 2. The club opens Monday to Friday all year round. Sessions are from 3pm until 6pm. There are currently 25 children registered, of whom 11 are within the early years age range. Children attend for a variety of sessions.

What the setting needs to do to improve further

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

- improve the planning of challenging and appropriate learning experiences across the seven areas of learning and development, by taking into account the individual needs and stage of development of each child
- improve systems to ensure that care is tailored to meet the needs of each child by gathering more information from other settings about children's needs when they first start at the club.

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

- develop the club through the use of a self-evaluation process in conjunction with staff, parents and children to identify areas for improvement.

Inspection judgements

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

Overall, the quality of teaching and learning requires improvement. Staff make regular observations of children and use their interests to plan a different range of activities and experiences. Children generally enjoy their time at the club and are occupied, although on occasion activities are mundane and lack a good level of challenge. For example, when making hearts for Valentine's Day, all of the children are given the same resources to use. This means that children's individual skills and abilities are not considered. Children, are on

the whole, seen to be working within their typical range of development expected for their age.

Staff create a welcoming environment for children. Children are able to choose toys and resources they would like to play with. Staff demonstrate an awareness of how to promote the learning and development of the children. They encourage children's communication and language skills by chatting with them as they play about their interests and school day. Staff make suitable use of open questions or suggestions, in order to extend children's thinking. For example, as children participate in a game of bingo, staff ask 'How many more numbers do you need to win?' Children are then given time to think and respond. Staff act as suitable role models when they demonstrate inquisitive learning behaviour. Staff are aware that children learn from their peers and encourage older children to support younger ones.

Parents are welcomed warmly into the club and are encouraged to share information about their children. Parents are kept informed about activities at the club through daily verbal feedback and the use of a noticeboard. They say that they are satisfied with the service which they receive. Children enjoy their time at the club and activities appropriately complement those offered in the classroom. Consequently, children are suitably rested and well-prepared for school the next day.

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

Children's personal, social and emotional development is supported effectively within the setting. This enables children to develop positive relationships with their key person and with other staff and their friends. As a result, they settle quickly, behave well and form secure emotional attachments. Behaviour is managed well overall; children respond to instructions and directions from staff as necessary. Positive behaviour is reinforced through the use of stickers and praise, with children being nominated as 'star of the week' for exceptional behaviour. Boundaries within the club are sensitively reinforced, which ensures that children are safe and well cared for. Children's understanding of safety issues is demonstrated well through their play and activities.

Staff ensure a clean and organised environment and give children time to develop their own play activities, at their own pace. Staff support children well to develop sound hygiene practices to prevent the spread of infection. For example, children respond well when asked to wash their hands before snack. Children are provided with an afternoon snack which are on the whole, healthy and nutritious. All children are fully independent in their personal hygiene routines. Children are learning about the importance of healthy lifestyles as they participate in regular physical exercise both indoors and outdoors.

Children are generally supported in their move into the club. However, information about the needs and interests of children when they first start at the club are not robust enough to fully contribute to their transition into the group. Staff liaise with teachers from a local school although they have yet to fully share information about children's individual needs. This means that continuity of care and learning between the club, school and parents is yet to be established.

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

Staff have an effective understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. They understand their role and responsibilities in safeguarding children from abuse and neglect and robust policies and procedures support their practice. The manager ensures that all staff attend safeguarding training to ensure that they know what to do if they should have any concerns about the welfare of a child in their care. There are safe recruitment procedures in place to ensure that all adults working with children are suitable to do so. All staff hold relevant early years qualifications and are supported with undertaking further training for their professional development, to extend their knowledge and to benefit children. Staff undergo regular appraisals and this helps identify their training needs. Staff have received first aid training which contributes to keeping children safe from harm and equips them to appropriately deal with any incidents which may occur. The club is a safe environment for children because staff undertake regular risk assessments of the environment to further protect children.

Staff receive regular supervisions to support their professional development along with training. There are also frequent staff meetings held to discuss the club and how it could be improved. The manager is keen to improve the club although there is not sufficient focus on improving children's achievement. The club has yet to formulate robust systems to monitor children's learning and development. This means that children who need interventions, especially those who are underachieving, are not being identified. The club has yet to identify their strengths and areas for improvement using the self-evaluation process. However, questionnaires have been given to parents and children to complete in order to ascertain their views and opinions. Parents are kept well-informed about their child's day, through daily verbal communication. Partnerships with local schools are starting to develop although these are yet to be fully established to meet children's needs.

The Childcare Register

| | |
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| 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 | EY468610 |
| Local authority | Staffordshire |
| Inspection number | 936092 |
| Type of provision | Out of school provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 32 |
| Number of children on roll | 25 |
| Name of provider | Tracey Holder |
| Date of previous inspection | not applicable |
| Telephone number | 01827 475035 |

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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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