

The Extra Club

St. Josephs RC Primary School, Leavale Road, STOURBRIDGE, West Midlands, DY8 2DT

Inspection date

Previous inspection date

03/03/2014

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

- Firm partnerships with the host school contribute to supporting the learning and development of the children, meeting the needs of the younger children through the key person system and promoting their sense of security and well-being.
- Staff offer a welcoming child-focused environment where children can make choices about their activities and build relationships with their peers and the adults.
- Children's views, ideas and interests are valued by the staff and used to contribute to the planning, developing a sense of ownership in the club.

It is not yet good because

- The appraisals and supervision arrangements have not yet been implemented to identify staff skills and training and strengths and weaknesses in practice effectively.
- The process of self-evaluation is not targeted or focused enough to clearly identify areas for improvement and drive future development.

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 practice and interaction between staff and children indoors and outside.
- The inspector spoke with children, staff and the owner/manager during the course of the inspection.
- The inspector carried out a safety check on the premises.
- The inspector examined a range of documentation including records to ascertain staff suitability and qualifications, children's admission records, policies and procedures.
- The inspector took account of views and comments from parents spoken with during the inspection.

Inspector

Patricia Webb

Full report

Information about the setting

The Extra Club was registered under its current ownership in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in St Joseph's RC Primary School in Stourbridge, Dudley. It is privately owned and operated. The club serves the school and operates from the main playroom, the school hall and computer suite. There are various outdoor play areas that are enclosed and secure.

The club employs four members of childcare staff including the owner/manager. All staff hold appropriate early years qualifications at level 3. The club opens Monday to Friday during term time only. Sessions are from 7.55am to 8.55am and 3.15pm until 6pm. Children attend for a variety of sessions. There are currently 26 children on roll, of whom four are in the early years age range.

What the setting needs to do to improve further

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

- implement appraisals and supervision arrangements to ensure that staff skills, support and training needs are fully known and strengthened to drive future improvement in the quality of teaching, learning and development, so that children make good progress.

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

- develop and review the self-evaluation process to identify and prioritise targets for further improvement, reflecting the views and thoughts of children and parents.

Inspection judgements

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

Children enjoy their time in the club. They speak animatedly about 'coming to have fun' and make choices about their play and activity. Staff have suitable knowledge and understanding of the Early Years Foundation Stage learning and development requirements, offering activities that cover all areas of learning in this type of recreational setting. Staff observe and make generalised assessments of children's progress, relating to their stages of learning and development. Staff offer support and positive interaction to the children, joining in with games at the children's behest. A group of children engage in junk modelling, choosing to recreate the rugby pitch. They invite a member of staff to help with the sizing and layout as together they discuss how the uprights on the goals can

be secured. This demonstrates how staff foster children's thinking and creative skills effectively. Young children benefit from their interaction with older children, who show maturity, care and consideration as they play together.

Young children relate well to all staff, knowing their key person to go to for reassurance and support. Staff have developed strong links with the teaching staff within the school to complement the learning and development of the younger children. Where necessary, discussions take place daily to exchange information and support any child who may benefit from the consistent approach. For example, children may require further opportunities to hone their small muscle development and dexterity. Staff then plan varied activities to promote this, such as play dough and the use of scissors and various tools. Children delight in going outside to develop their large muscle skills. They enthusiastically organise team games, running, climbing and playing with gusto, promoting their physical development. Their communication and language skills are well developed. Staff chat constantly with them, giving running commentaries and introducing wider vocabulary to extend children's language skills. Children can hone their literacy skills as they settle to reading and sharing stories, writing and drawing and creating their own planning. This gives children a real sense of the club being their special place.

Parents give basic information at the time of admission about their children's needs and characters. Staff build on this as they get to know each child and identify interests. Parents speak about how their children talk about the various activities they have enjoyed, and some events and occasions from home are also shared. This promotes the partnership between the club, school and home.

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

Children arrive in the club each day eager to get started and meet up with the staff. They settle swiftly, knowing the familiar routine as they know the register has to be done first so that staff know exactly who is present. Parents provide information about their children's needs and routines in order for staff to get to know children's characters and cater for their individual care needs appropriately. Their safety is assured as they recall the emergency evacuation drills and relate the routines confidently. Staff ensure that risk assessments are conducted diligently to maintain safety inside and outdoors. Then children set off to make choices about their games and activities. Outdoor play is a favourite pastime, as they show their understanding of safety, refraining from using the climbing frame when the surfaces are wet. Children's behaviour is very good as they show care and consideration for themselves and each other. Staff allow time for children to develop skills in negotiating and compromising before intervening, to promote self-awareness.

Children's health and welfare are further promoted as staff attend to any minor accidents or injuries diligently. Some staff hold relevant first aid qualifications, meaning that the minimum requirements are met, and others are due to attend training shortly. However, the limited attention to staff supervision has led to some confusion regarding one member of staff not holding the correct paediatric first aid certificate, an issue which came to light during the inspection. This could potentially compromise children's well-being should the

staffing arrangements rely on this member of staff being the duty first aider. Nonetheless, there are sufficient staff who do hold first aid certificates and they are very clear about what action they take in the event of such incidents to reassure and comfort children appropriately. Children enjoy healthy and nutritious meals and snacks during the morning and after school sessions. Some parents express surprise at what their children eat in the club and ask for some of the recipes and ideas to try at home. Children develop their independence as they make their own snacks, such as spreading crackers and toast. They help themselves to fresh drinking water when thirsty, learning to attend to their own health needs as they play energetically.

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

Staff demonstrate a clear understanding of safeguarding procedures and attend regular child protection to update their knowledge. There are clear written policies and procedures to follow and all staff have been fully inducted in their implementation. Children's overall safety is further assured as staff carry out risk assessments and do daily visual checks to reduce hazards to children. Parents are assured of their children's well-being as staff recruitment and selection is conducted following the 'safer recruitment' processes. The owner undertakes Disclosure and Barring Service checks on staff and follows up references, maintaining appropriate records to verify this commitment.

The staff relate positively with teaching staff within the host school to ensure children can settle with ease in the club. The staff are also aware of liaising with other professionals or agencies should there be any concerns about a child's welfare. The leadership and management of the club is generally successful in supporting children's welfare, learning and development. The very informal process of evaluating the impact of the provision on children's progress contributes to some of the weaknesses in practice, such as the lack of appraisals to identify any training needs and clarify the level of some qualifications, such as first aid. That said, the owner and staff show a commitment to making further improvements as the club develops under its new registration, although this is not yet fully focused and targeted.

Parents spoken to during the inspection indicate that their children thoroughly enjoy their time in the club. This is confirmed by their reluctance to leave when some parents arrive to collect them, a familiar greeting related by the parents. There are suggestion boxes in place for parents and children to share their views and opinions, promoting a sense of partnership and respect.

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	EY463620
Local authority	Dudley
Inspection number	931907
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	26
Name of provider	Naheed Parveen
Date of previous inspection	not applicable
Telephone number	01384 818325

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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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