

Hippo's Club

St. Austins RC CP School, Garden Street, STAFFORD, Staffordshire, ST17 4BT

Inspection date

03/03/2014

Previous inspection date

30/04/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Safeguarding procedures are very good. Staff know and understand their role in keeping children safe and know what to do should they have any concerns about a child.
- Children enjoy their time at the club. They are warmly welcomed by the staff who effectively promote their personal, social and emotional development. Consequently, children are learning the importance of socially acceptable behaviour and build positive relationships with the staff and their peers.
- Partnerships with parents and the host school are strong. This supports a smooth transition between school and the club, which promotes continuity in children's care and learning.
- Children enjoy a wide and interesting range of indoor activities to support their continued learning and development. The activities are very well-resourced to meet children's needs.

It is not yet outstanding because

- Occasionally during outdoor play, staff do not fully engage and interact with children in the club which means that children's learning opportunities are not consistently exploited.
- The outdoor learning environment is not as stimulating as the indoors and has not yet been fully maximised to enhance children's learning.

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 spent time observing practice and interaction between staff and children during snack time and in the indoor play room, computer room and outside play area.
- The inspector spoke to the key person about planning and assessment to ascertain children's levels of progress.
- The inspector offered to conduct a joint observation with the manager.
- The inspector spoke to the children and some of their parents. She engaged in the children's discussions and imaginative play.
- The inspector checked evidence of suitability and qualifications of staff working with the children and the provider's self-evaluation form.
- The inspector spoke to staff and the manager at appropriate times and looked at and discussed a range of policies and procedures.

Inspector

Kerry Wallace

Full report

Information about the setting

Hippo's Club was registered in 2003 and is run by a voluntary committee. It operates from St Austin's Primary School, a Roman Catholic school, in Stafford. The club serves the local area and has strong links with the host school. Children have direct access to an enclosed outdoor play area. The club opens five days a week from 7.45am until 8.45am and 3.15pm until 6pm, during term-time only. There are currently 66 children on roll, of whom nine are in the early years age group. The club supports children with special educational needs and/or disabilities. The club is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It employs six members of staff, five of whom hold appropriate childcare qualifications.

What the setting needs to do to improve further

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

- further develop procedures to monitor staff performance so that they are fully confident in their roles and responsibilities to ensure children are offered consistently high quality interactions
- enhance the outdoor learning environment so that it provides children with more interest and challenge and allows children with opportunities to sit and rest in between strenuous exercise.

Inspection judgements

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

Children receive a warm and friendly welcome at the club. They enjoy a wide and varied range of well-resourced activities that support and promote their continued learning and effectively meet their needs. Younger children are very well-supported because key persons liaise closely with the host school and ensure that activities are planned to meet their individual needs. There is a strong emphasis on providing activities based on the interests of the children. Consequently, children display the attributes of fully engaged active learners. On the whole, the quality of teaching is good and children benefit from skilful questioning and good interactions. For example, staff encourage children to select their own resources to make butterflies to compliment the current theme and teach children about different parts of a butterfly. However, there are occasions when staff do not interact as well with children and merely observe the children during play for extended lengths of time. Staff have an appropriate knowledge of the learning and development requirements of the Early Years Foundation Stage and use this to support children's communication and language development well. For example, they actively encourage children to sing their favourite songs and ask the children to teach them the words so they

can all join in.

Children have free access to a wide range of writing and craft materials. They enjoy creating their own pictures, posters and individual craftwork. Children with special educational needs and/or disabilities are supported well by being directed towards activities that help them achieve their given goals. For example, a child used the internet to research a picture of a 'Sea God' and used this to create their own drawing for a school project. Staff encourage and praise children for their creations. This promotes children's self-esteem. Key persons know their children well, are finely tuned into what children can achieve and ensure that this information is recorded and passed on to the reception teacher to support the child's learning and development. Staff capture children's enjoyment in activities by taking photographs and ensure these are valued by placing them on a special display board. This promotes children's feeling of belonging within the club. Activities are mainly child-initiated but are driven by children's interests and this ensures that they are actively engaged with them for extended periods of time. Children benefit from being able to move freely between the indoor and outdoor environment and have access to a well-equipped computer room. This helps them to develop their skills in readiness for future learning. For example, one child was using a school based computer programme to extend her learning while at the club. The indoor environment is stimulating and inviting for children and has interesting displays that children have helped to create. Although there are two outdoor areas, the main one used by the club is not as welcoming or challenging for children. Resources and equipment are limited and do not allow children to rest comfortably in between periods of physical exertion. For example, there are no seating available for children to sit with each other and observe their surroundings.

Partnerships with parents and the host school are very good. Parents are welcomed into the club by friendly staff and engage in informal discussions about their child's activities in the club. Staff encourage children to take home their craft work or to show their parents display work they have created. Parents are given regular newsletters to inform them of future activities or items of interest to keep them fully involved. This helps to support children's welfare and prepare them for the next stage in their learning as they progress through school.

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

Children are confident, settled and enjoy their time in the club. They demonstrate that they feel safe and secure and interact well with their key person, staff and their peers. For example, children seek reassurance if required, freely chat to staff and willingly include them in their chosen activities. Children are confident to engage with visitors in the club and talk to them about their craft work and explain why they have obtained a reward sticker at school. Children's emotional well-being and confidence are well-promoted. The club benefits from the support of key members of staff from the host school who are active committee members. Children greet them and hold conversations about what they are doing. Staff gain a good range of information from parents about children's care needs, prior to them starting, which helps to support transitions from the home into the

provision. Parents spoken to were very happy with the care and activities offered by the club and praise staff for their 'professionalism'.

An effective key person system is in place and this ensures that individual children are well-supported during their time at the club. Staff are good role models and have high expectations of themselves and children while in the club. Staff follow behaviour management systems that are used in the school so that children have clear, consistent rules which are reinforced on a display in the club. Consequently, children are aware of these rules and are very well-behaved, showing consideration for each other, sharing resources and taking turns on equipment. For example, children instinctively pass each other glue sticks and craft resources to use. Children receive praise and encouragement for their endeavours and achievements, which boosts their confidence and self-esteem. In addition, staff initiate a reward incentive scheme; children are awarded 'tokens' for their achievements and contributions to the group, such as proactively helping to tidy away the resources. This results in a treat for all children. For example, children are currently working towards visiting a local activity centre.

Staff support children's understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. They enjoy nutritious snacks, such as fresh fruit and vegetables and are encouraged to independently help themselves to fresh drinking water. Snack time provides opportunities for social development which is enjoyed by all children. Children's independence is promoted as they are actively encouraged to serve themselves during breakfast time. This develops children's self-care skills. Children are learning about the need for good hygiene practices as they routinely wash their hands before mealtimes and after visiting the toilets. This promotes children's health and helps to prevent the spread of cross-infection.

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

Safeguarding policies are up-to-date and include all the required elements including the safe use of mobile phones and cameras in the club. Staff are aware of their roles and responsibilities in protecting children from abuse. Appropriate checks are carried out on all staff, and visitor identification is obtained and recorded to promote children's well-being. Clear procedures implemented by staff ensure children's safety is promoted well and they are protected from harm. Staff are qualified, experienced and ensure children are properly supervised at all times. Robust recruitment procedures help ensure that all those working with children are suitable to do so. Risk assessments are carried out and supplemented by visual checks on a daily basis, this ensures effective measures are in place to eliminate dangers. This ensures children can play in a safe, secure environment where risks are minimised.

The manager is striving to improve the club by developing a more detailed self-evaluation process. She has recently undergone training to empower her to effectively identify strengths and weaknesses in the club. Questionnaires have been devised and sent out to

parents and children and the views of staff taken into account to identify areas for improvement. As a result, there is a clear vision for the future and effective development plans in place. For example, there is a plan to set up a 'child's council' so that children can be elected and make decisions on behalf of all children. Previous recommendations have been actioned and children's creativity is now fully valued as staff ensure that artwork is displayed and children are fully involved in wall displays. The manager carries out yearly staff appraisals with the help of committee members, which monitor staff performance and allow staff to voice any concerns. However, there is scope to more closely monitor and address inconsistencies in staff interactions with children.

Partnerships with the host school and parents are highly valued. Parents are very complimentary of the strong management and state that the staff are 'wonderful'. Newsletters, notice boards and daily discussion keep parents well-informed about the activities their children enjoy and the day-to-day operations of the club. Staff are aware of their responsibilities to support children with special educational needs in order to ensure their continuing needs are met. Management and staff successfully work alongside the host school to ensure continuity and consistency is provided in the children's learning and development. They regularly share meaningful information which is effectively used to compliment the learning children receive in school. These strong links that have been formed with the host school help with children's transition arrangements and their readiness for the next stage in their development.

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	EY270130
Local authority	Staffordshire
Inspection number	860747
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	66
Name of provider	Hippo's Club Committee
Date of previous inspection	30/04/2009
Telephone number	01785 356765

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

