

# Time Out After School/Homework Club

Nechells Methodist Church, Nechells Park Road, Birmingham, West Midlands, B7 5PR

<b>Inspection date</b>	12/03/2014
Previous inspection date	12/08/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	4
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 a range of suitable activities that challenge children during play. Therefore, children receive support that promotes their learning satisfactorily.
- Children are happy in the club where they are made to feel at ease by key persons with whom they form strong bonds of attachment. As a result, children are well behaved and play well with peers and others.
- The partnership with parents is satisfactory and parents are kept informed about children's daily experiences in the club.

### It is not yet good because

- Staff have not yet developed arrangements for sharing information with schools and parents to ensure children receive continuity in the support they receive that helps them to build on what they learn in school.
- Some staff who prepare daily snacks do not hold current food hygiene qualifications.
- Self-evaluation is not sufficiently rigorous to address some weaknesses and does not actively engage parents in making improvements in the club.

## **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 checked evidence of suitability and qualifications of staff working with children.
- The inspector held discussions with the manager and deputy manager.
- The inspector spoke with staff and children.
- The inspector looked at documents, including policies, staff's and children's files, and learning journal records.
- The inspector took account of the views of parents on the day.

## **Inspector**

Adelaide Griffith

## Full report

### Information about the setting

Time Out After School/Homework Club opened in 2003 and is run by a committee. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from Nechells Methodist Church in the Nechells area of Birmingham. The club serves the immediate locality and also the surrounding areas. The club opens five days a week from 3pm to 6pm during term time and from 8.45am to 6pm during school holidays.

Children attend for a variety of sessions. Children are cared for in one room. Currently the club does not have access to an enclosed outdoor play area. Staff take children to the local park for outside play. There are currently two children on roll in the early years age group. The club also offers care for children aged five to 11 years. There are currently seven staff working directly with the children, all of whom have an appropriate early years qualification. Six of the staff have qualifications at level 3 and one member of staff has a qualification at level 2. The club receives support from the local authority.

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

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

- develop arrangements to hold regular discussions with parents and other professionals to support children and to complement their learning in settings where children spend more time
- ensure all staff who prepare food are suitably qualified to do so by receiving training in food hygiene.

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

- develop the self-evaluation to show the improvements for the future, to support long term achievements for children and take account of the views of parents to further assist in identifying where improvements can be made.

## Inspection judgements

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

The staff provide a suitable range of activities to promote children's learning by planning according to their interests. For instance, children enjoy books and stories about puppets

and staff plan around these to help children learn. They promote language skills appropriately by listening when children talk about home experiences and provide challenge during activities. For instance, they encourage children to unravel coils of wool, thereby providing opportunities for them to develop problem solving skills. Children's hand-eye coordination skills grow when they unravel the wool and they use one-handed tools, such as scissors, with appropriate control. Staff join in with children's imaginative play when they try out the finger puppets to see if they work. Staff observe children during play to note where they need support to build on what they already know. For example, they have identified that children can count well by rote but have difficulty in sorting items according to numbers. Therefore, staff provide activities to develop this skill by promoting number recognition in different situations. Children move around freely in the room and choose from the fair range of available resources. They remain focussed while they pretend to use the oven and place pans on the hob in the role play kitchen. Children act out what they have observed adults doing by placing food on plates and then by pretending to drink from cups. This type of play helps children to develop their understanding of the world around them. Through play children develop steadily across all areas of learning.

Staff obtain initial information from parents about what children enjoy doing when they start in the club. They provide resources that are linked to children's preferences while they observe the children during the early phase in the club. They regularly plan activities to develop children's skills further, for example, to promote the cutting of different materials and complex shapes. On a daily basis staff communicate informally with the school, for example, by discussing any matters to be passed on to parents. However, they do not obtain clear information about activities and where children need support to compliment what they learn in school. They do not always enquire from parents specifically what they would like their children to achieve in the club. Therefore, children make satisfactory rather than good progress because the learning is only partially focussed on the their needs. The room in which children are cared for is welcoming due to colourful displays completed by them with the support of staff. For instance, a large board shows the project they have completed on healthy eating. This raises their awareness of some aspects of a healthy lifestyle. Another board of self-portraits reflect children's backgrounds and their creative skills.

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

Children enjoy their time at the club where they form strong bonds of attachment with key persons and other staff. They have discussions with parents about children's preferences and how to manage these when they first start in the club. The welcoming attitude of the staff helps children to make a stress-free move from home to the club. Continuity in care is maintained because the same staff are always present. Therefore, children have a sense of stability and form friendships with peers and older children. Staff are positive role models who treat children with respect. For instance, they ask children to join in with tidying away and wait until they have completed an activity in which they are fully engaged. Therefore, children are not asked to stop what they are doing to make the environment tidy. In turn, children are willing to support peers in tidying away because

they are comfortable in the club. Children are well behaved while they play with others, learning to take turns spontaneously.

Children receive clear messages from staff about physical exercise due to opportunities to play outside frequently. Children learn about road safety on their walks to the park and on their travel from school to the club. Therefore, they understand how to keep themselves safe. Healthy eating projects and the daily freshly prepared snacks raise children's awareness of healthy eating. Children's independence skills are developing because they help themselves to water which is stored within reach. Children learn to take sensible risks with staff present when they use scissors with good control to cut materials. Children are competently protected against infection because staff clean tables thoroughly before snack is served. However, some staff who prepare snack have not completed the relevant training. This means that children's physical well-being is not fully protected. The welcoming environment and the availability of resources ensure that children feel at home in the club.

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

The arrangements for safeguarding children are satisfactory. The staff have a clear understanding of the procedures to be followed if they have concerns about children in their care. The designated persons for child protection have completed relevant courses and understand their roles to support staff and to safeguard children. The management team have a sound understanding of the Early Years Foundation Stage and regularly discuss planning of activities. They monitor staff practice through supervision sessions when they discuss where improvements can be made to support children more effectively. They identify where training is needed to develop skills and knowledge. For instance, regular in-house sessions include the development of safeguarding knowledge and understanding. Therefore, staff are more confident in their roles to protect children and to keep them safe.

Sound progress has been made since the last inspection, particularly in relation to maintaining children's safety and improving the quality of children's learning experiences. Regular team meetings provide opportunities for staff to discuss the running of the club and where further improvements can be made. Staff encourage children to express their views about the activities and the snacks served in the club. However, the self-evaluation is not sufficiently rigorous because it does not identify some of the main weaknesses. Furthermore, it does not take account of the views of parents. This means that parents do not make an active contribution to changes that might benefit the children. The partnership with parents is satisfactory and daily communication is shared about children's behaviour. A starter pack with information about the activities and the club is available to parents. They can read policies which are displayed in the reception area and planning is displayed on the parents' board. The management team keep parents informed about events in the club through the newsletters which are issued every term. However, there is not sufficient discussion about activities to support children's learning at school. The staff have established a loose working relationship with other professionals, such as the school

staff. However, the sharing of information to support children's individual needs is not yet developed to maintain their learning. Staff carry out regular risk assessments to ensure children are safe during their time in the club.

### **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>	EY137161
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	937055
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	2
<b>Name of provider</b>	Time Out After School/Homework Club Committee
<b>Date of previous inspection</b>	12/08/2013
<b>Telephone number</b>	0121 328 3399

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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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Piccadilly Gate  
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