

# Northern Stars

NORTHERN COUNTY JUNIOR SCHOOL, Richmond Rise, Fareham, PO16 8DG

## Inspection date

Previous inspection date

14/03/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

- Staff provide an extensive range of activities and experiences to effectively promote children's understanding of the world.
- The safeguarding procedures are robust and effective to promote the welfare of all children.
- Staff plan a wide range of outdoor activities to promote the children's outdoor learning experiences successfully.
- Staff establish very strong links with the schools to ensure children's individual learning is consistent and well supported.

### It is not yet outstanding because

- Staff do not always promote the use of mathematics or provide children with the opportunity to solve problems independently during activities.
- Parents and children are not actively involved in the evaluation of the setting to ensure their views are valued.

## 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 in the community room.
- The inspector spent time talking with the manager, staff, children and a parent.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, risk assessments, policies and procedures.

## Inspector

Lisa Cupples

## Full report

### Information about the setting

Northern Stars registered in 2013. It is a privately owned out of school club which operates from the community room in Northern Junior School. The club is open to children who attend Northern Infant and Junior schools only. Children have access to the community room, the school hall, the library, school playing fields and the playground for outside activities.

The out of school club is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently five children in the early years age group on roll and 22 older children. The setting operates from 7.30am until school starts and from school finish until 6pm.

Two staff work with the children, both of whom are suitably qualified. The setting has a bank of supply staff who are able to work if required.

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

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

- provide more opportunities for children to solve problems independently to promote their interest in mathematics through fun activities and learning experiences
- further improve procedures to include the views of parents and children in the evaluation of the setting.

### Inspection judgements

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

Staff have a good understanding of the Statutory framework for the Early Years Foundation Stage and its requirements. They implement the educational programmes successfully to promote the children's learning in all areas overall. Consequently, children are making good progress in their learning and development. Staff spend time observing what the children can do and record the information clearly in the children's individual learning folders. Staff at the out of school club share information about the children's learning with the reception class staff at the infant school to ensure children's learning is consistent. These strong links with the school mean that children can consolidate their learning from school during fun activities as they enjoy the welcoming and exciting environment that the club provides.

Children are engaged in purposeful conversations with staff and each other, and show

good levels of curiosity as they ask about the inspector's presence. Staff provide a wide range of activities designed to let the children burn off any excess energy after a long day at school. For example, children enjoy dancing using an electronic dance mat. They skip and jump, hop and wiggle, laughing with each other as they try out new moves. Staff talk to the children continually, extending their ideas and providing additional resources for children to plan their own activities, alongside those already provided. This means children are actively involved in their learning, without realising. For example, children enjoy reading a series of books, with lots of different characters. Staff provide a variety of drawing materials and children decide to create some pictures of their favourite book characters to decorate the room. Children write their names and the names of the characters on their work. As a result, children's literacy skills are developing well, through fun activities as they listen to stories, read books and write or draw about them.

Staff promote the children's understanding of the world around them very well. For example, children plant and grow vegetables in their allotment. They find and use natural resources to make artwork and create their own ideas. Children have supervised access to the securely fenced school pond, which they enjoy during nature walks around the extensive school grounds, as they develop an understanding of the natural world through practical activities and experiences. Staff provide activities to celebrate a range of international and traditional festivals such as 'The festival of lights', Diwali and Easter celebrations around the world. For example, during the inspection children enjoyed looking at pictures and artwork about the patterns used on Ukrainian Easter eggs. Children enjoy art and craft activities and staff link celebrations and themes with the local schools to consolidate the children's learning experiences. Staff ensure children have access to electronic toys, such as a dance mat and computers. Children use the laptops with ease. They log onto the internet and confidently search for their favourite websites. Children talk about how the computers work, and demonstrate how to do certain tasks for the inspector. Consequently, children are confident with everyday technology during their time at the club.

Staff provide some opportunities for children to develop their mathematical skills, such as using board games and completing puzzles. However, there are limited opportunities for children to develop their mathematical skills on a daily basis and few chances for them to solve problems independently during their time at the club. Staff provide a wide range of large scale outside mark making. They provide large rolls of paper for children to use their large muscles as they create their own 'giant artwork'. They use a variety of media, exploring different techniques and textures. Staff provide small world resources and encourage children to perform on the outdoor stage. As a result, children use their imaginations well, singing and dancing and creating fashion shows, with resources such as bin bags and sheets of foil. Children are making good progress in their learning and enjoy a wide range of activities to promote their learning without realising, because staff ensure they have so much fun at the club.

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

All children are happy and settled during their time at the club. The staff team spend time getting to know the children well. Consequently, children's individual welfare, learning and developmental needs are being met. Children chat openly and share their personal thoughts and experiences with staff and other children. This demonstrates that children feel safe and secure and are relaxed in the club environment. Staff gather a wealth of information from parents about their children's individual needs, before they attend, as they are settling in and as an ongoing part of communication and building positive and trusting relationships. As a result, this helps to meet children's individual needs.

All children learn about the importance of keeping themselves safe through daily discussions, the group safety rules and the routines. Children often remind others of the safety rules, such as not running inside the building, holding scissors safely and picking up toys and resources that have fallen on the floor. All children and staff practise regular fire drills and children are able to describe exactly what happens during a drill. This demonstrates the children's clear understanding of the evacuation procedures. All children behave well because staff implement the clear rules and boundaries consistently. Staff actively recognise the children's efforts and achievements and take time to praise and encourage them. This builds the children's confidence effectively and helps them to develop a strong sense of right and wrong. Staff are all positive role models and consequently, children know what is expected of them and are extremely polite and well mannered. Children are beginning to show consideration for each other during activities. For example, children move their chairs over so other children can join in, they take turns on the computers and they ask if each other are all right.

Children learn about the importance of healthy eating and lifestyles because staff provide a wide range of healthy options for the children's tea. Children talk together about the types of food that are good for them and they cannot have fizzy drinks at the club because it is very bad for their teeth. This demonstrates that children are learning about the importance of healthy eating during their time at the group. Children also have a choice of fresh fruit and/or vegetables as part of their meal. Children have many opportunities to exercise and practise their physical skills as they play ball games, run around outside and ride wheeled toys.

All children benefit from the open communication and flow of information between the club staff, school staff and their parents. Parents are able to speak with staff at any time and have access to their children's records on request. The parents spoken to during the inspection were very pleased with the progress their children are making at the club.

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

The club procedures for safeguarding are comprehensive and effective. All staff have attended safeguarding training and they know how to implement the procedures to promote the welfare of the children in their care. Staff discuss all safeguarding policies with parents to ensure they are aware of the club's child protection responsibilities. All parents have access to hard copy policies and there are copies of all policies on display for

them to read at any time. All children benefit from a safe and secure play and learning environment because all staff are vigilant and take steps to minimise any potential risks to children. For example, daily checks and full written risk assessments are carried out covering all areas the children come into contact with, including the outside areas. The manager has robust and rigorous recruitment and vetting systems in place to ensure all adults in the club are suitable to work with children. Visitors are required to sign in and out of the premises at the school reception desk and must show their identification on arrival.

The manager and staff implement good self-evaluation procedures to identify priorities for further development to raise standards in the club. All staff are involved in the evaluation of the club, so they take pride in their work and strive to make positive changes for the benefit of the children. However, parents and children are not actively involved in the evaluation process. Consequently, staff are not obtaining the views of all users as they move forward. The manager and deputy monitor and review all aspects of the club and have made changes because of the evaluation systems in place. For example, children were not accessing some activities during the sessions. Staff changed the layout of the room to provide more floor space and it was 'zoned' into areas of learning. Consequently, children now participate fully in all the activities provided by staff. This demonstrates a good capacity to improve.

Performance management and induction systems are in place to ensure all staff are confident in their roles within the club. The manager carries out continual monitoring of staff practice, identifying training needs and reviewing all paperwork to ensure it is maintained to a good standard. The manager monitors the quality of activities and experiences provided for the children. All staff complete regular training to ensure their personal skills and professional development continue to grow. As a result, staff are keen to improve the outcomes for all children who attend. The club has established strong links with the local infant and junior school to ensure all children's individual needs are met. Systems are in place to identify and support children with special educational needs and/or disabilities and to support children who are learning English as an additional language.

### **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>	EY466403
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	934970
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Maria Louise Jennings
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07852769513

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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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