

Tommies Moseley Out of School Club

Moseley Primary School, Moseley Avenue, Coventry, CV6 1AB

Inspection date

13/03/2014

Previous inspection date

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

- Children's learning at school is complemented well in the club. Activities are linked to children's interests and there are close partnerships with teachers in the host school. Consequently, children continue to develop their good knowledge and skills.
- Children show high levels of confidence in talking to adults and making their needs known. They are well behaved as they understand what is expected of them.
- Children are safeguarded as there are effective policies in place, a clear collection routine from the school classrooms and a safe environment for them to play in.
- Children have a good rapport staff and form close friendships with their friends. Hence they are settled, confident and clearly enjoy their time at the club.

It is not yet outstanding because

- Children's rapidly developing understanding of how things work is not optimised because there are fewer opportunities for children to fully investigate and explore objects, such as pulleys, cameras and torches.
- The settings current very good self-evaluation does not fully incorporate the views of parents to further assist them in identifying areas for future 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 in all rooms and the outdoor learning environment.
- The inspector held meetings with the manager of the provision and spoke to staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection
- The inspector checked evidence of suitability of all members of the staff team, their qualifications and the provider's self-evaluation and improvement plan.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.

Inspector
Hazel White

Full report

Information about the setting

Tommies Moseley Out of School Club was registered in 2013 and is part of a Day-care chain. It operates from Moseley Primary School in Coventry. The club is registered on the Early Years Register and both compulsory and voluntary parts of the Childcare Register. Children use the training room, computer area and the library. There is an enclosed outdoor play area.

The club provides care for children aged from three to 11 years. Children attend for a variety of sessions. There are currently 17 children on roll, two are within the early years age group. The club is open Monday to Friday from 7.45am to 8.45am and from 3.20pm to 5.30pm during term times. The club employs two members of childcare staff, both hold early years qualifications at level 3. They receive support from the local authority.

What the setting needs to do to improve further

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

- create opportunities for children to develop a better understanding of how things work, for example, by providing resources, such as torches, pulleys and cameras
- build on self-evaluation by extending how the views of parents and children are incorporated, to further assist in identifying areas for further improvement.

Inspection judgements

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

Children thoroughly enjoy their time at the club. They have lots of fun while complementing the learning that takes place in school. Staff understand how children learn through play and are fully aware of children's individual interests. Teaching techniques are good. Children regularly talk about topics taking place in school and staff look at how they can supplement children's learning and enjoyment. For example, staff incorporate a story about a jolly postman into an activity because they know this is a favourite when children are in school. They promote learning further by suggesting that children write letters, as a result, children learn to write for a purpose and develop good literacy skills. Children's progression is recorded in their learning journals along with photographs of their achievements. These records clearly identify the next steps in their future learning and they are effectively linked to their learning in school. Parents are encouraged to contribute to their children's learning through discussions and the sharing

of information about children's achievements at home. Consequently, there is continuity to help children make the best possible progress.

Planning is flexible to accommodate what the children like to do and activities evolve as the session progresses. Children confidentially help themselves to easily accessible resources, hence, they become very independent. They make decisions about where and what they want to play with. For example, children agree on a game of football outdoors and they have a discussion about what makes a good team. One has 'good kicking skills', while another has both 'good kicking and good goal keeper skills.' They decide that these attributes make a solid team, therefore listening and negotiating with each other, working as a group. Staff engage positively with children as they play, allowing them to express their own thoughts and ideas. Children make an excellent 'skate boarding park' using paper, sticky tape and glue. They have good problem solving skills, working out that a length of string weighed down by a pot of pencils, will make an ideal winch to move the skate board up the ramp. Staff encourage children to 'test it out' to see if it will 'take the weight.' They competently use scissors and hole punches to adjust the positioning. Consequently, children develop good mathematical and physical skills.

Children show a great interest in why the group is called 'Tommies'. Staff suggest that they could research the internet to find out who invented the name. Children competently use the mouse to move the cursor and know they can use technology to gain information. However, resources for children to explore and operate other equipment, such as cameras and torches are not fully in place. Consequently, children are not learning as much as they can in this area. Children are fully involved in art and craft activities. They make various animals and dinosaurs from play dough, carefully using rollers, scissors and cutters. They frequently draw, paint and glue. As a result, they learn to safely use tools and experiment with colour and texture. Children use their thinking skills as they complete puzzles and play board games together. This helps develop children's ability to take turns, count and observe.

Children like to be active and have frequent access to the outdoor play areas using the facilities within the school grounds. They are keen to play basketball and competently climb on the adventure playground equipment. Subsequently, they develop good control, balance and co-ordination. Children learn about a wider society and countries around the world through discussions and activities. They use positive images resources, including dual language books and play figures. Displays within the school are written in many languages. This prompts discussions about the ways in which we communicate and subsequently, supports children's understanding of the world well.

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

All children settle well in this friendly group and they show a strong sense of belonging within the club. They enter the welcoming environment happily and are not in a hurry to leave when parents arrive to collect them. The successful key person system and good deployment of staff ensures that children form secure emotional attachments. All the children at the club attend the host school, this gives them a sense of belonging because they are familiar with the environment, playrooms and outdoor play spaces. Staff are

attentive, and clearly have a lovely rapport with the children. This enables children to feel safe and secure. Parents are invited to attend a meeting prior to children starting the club so that they get the opportunity to ask questions and meet key workers. Children talk encouragingly about the club and comment about what they like, for example, 'having lots of fun here' and 'I like to play with everything'.

Staff know the children well and are aware of their individual personalities. Children's behaviour is good and managed well by staff. Children respond well to the calm, consistent approach of staff that provide gentle reminders about any inappropriate behaviour. Staff provide good role models to reinforce positive behaviour, they speak respectfully to children and each other. In consultation with children, staff introduced an achievement reward chart. Children earn 'coins' to put into 'money bags'. This is for being helpful, trying their best and supporting one another. The amount is totalled up at the end of term and children are able to purchase stationary equipment. As a result, children are proud of their achievements and consequently have high self-esteem.

Effective use is made of all the space available and easy access to resources supports children all-round development, promotes their confidence and independence. Children develop a good understanding of risks and how to manage them. For example, they know they need to sit down when using knives and scissors and to open the gate and not climb over it when the football goes out of play. Children's health and well-being is supported well. Their individual dietary needs are discussed with parents and taken into account at snack times. They enjoy sitting together at teatime, this is a sociable time when they decide what they would like to eat, chat with their friends and make play plans. Children pour their own drinks and make their own sandwiches. Consequently, developing good self-care skills. Children play outside in the fresh air every evening, having full use of the school playground. They make up their own games and use ropes, slides and tunnels in the adventure playground. As a result, children have positive attitude towards being active and enjoy plenty of fresh air.

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

Staff fully understand their role and responsibility with regard to safeguarding children. They know the procedures to follow in the event of a concern about a child in their care, and have contact details for local agencies should they need to raise any child protection concerns. Policies and procedures are shared with parents to ensure they are suitably informed about the club's responsibilities. Vetting procedures are robust and include evidence of suitability checks being undertaken. Children's safety is given good consideration. Staff are vigilant and they supervise the children well both indoors and outside. Areas used by the children are checked each day before they arrive at the club to ensure their safety. Good attention is given to making sure attendance registers are accurate and checks are carried out if children do not arrive at the time expected.

Children's learning is monitored effectively ensuring that any issues are discussed with parents and their class teacher, if appropriate. Induction procedures support new staff in their role and help them to understand how the club operates. There are appropriate

arrangements in place for staff appraisals, and their ongoing professional development to ensure that strengths and good practice are shared and areas for development are worked on. Staff attend in-house and local authority training. This underpins their good practice. The company has a detailed self-evaluation that identifies relevant areas for further improvement. The staff from the club add their views and opinions. For example, staff identified a gap in resources to fully support children's imaginative play and therefore purchased dressing up clothes. This has a positive impact on children's learning and development. The club seeks views of parents, however, staff do not always utilise the information gained when prioritising targets for future improvement so that any changes made reflect their views and needs.

Inclusion is given good priority and staff treat children with equal concern. All children and their families are valued and respected. Staff fully recognise the benefits to children as they work in close partnership with the host school, and other agencies to ensure children get the support they need. This means that all children are included, achieve well and there is continuity of care and learning. Partnership with parents is strong. A good range of information is displayed on the notice board and daily discussions and newsletters keep parents up to date about their children's learning and development. Staff make sure they spend time with the parents and children before they join the club to find out about children's needs and parents' preferences. There are opportunities each day for staff and parents to talk together. Parents spoken to at the time of the inspection express positive views about the club. For example, they say that their children enjoy their time at the club and sometimes do not want to go home and that the facility enables them to work knowing that their children are safe.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY468014
Local authority	Coventry
Inspection number	936907
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	15
Number of children on roll	17
Name of provider	Tommies Childcare Ltd
Date of previous inspection	not applicable
Telephone number	01676542945

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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.

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.

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