

# Time Out Childcare Cornerstones

Bader Way, Whiteley, Fareham, PO15 7JH

## Inspection date

Previous inspection date

12/05/2014

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 build good relationships with children and have good strategies for behaviour management which children adhere to well.
- Staff provide plentiful play resources and a range of activities which successfully complements and extends the learning children receive in school.
- Excellent partnership working with the school exists to ensure a streamlined approach to wrap around care.
- There is good emphasis on safeguarding of children and keeping children safe and secure.

### It is not yet outstanding because

- There is more scope to promote independence and self-help skills consistently during the tea-time routine.
- There is less emphasis on providing music, singing and dance activities to promote children's expressive arts.

## **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 children's play and learning activities and the staff interactions.
- The inspector undertook a joint observation with the Nominated Person.
- The inspector had discussions with the manager, provider and looked at documents relating to leadership and management.
- The inspector looked at a sample of children's progress records, planning and had discussions with staff relating to safeguarding and welfare.
- The inspector spoke to some parents to gain their views of the setting.

## **Inspector**

Lorraine Wardlaw

## Full report

### Information about the setting

Time Out Childcare Cornerstones registered in 2013 and operates in the Cornerstones Primary School in Whitley, Hampshire. It is one of two privately owned settings in the local area, which offers wrap around care for school age children before and after school and in the school holidays. Children have a dedicated classroom with toilet facilities and access to outdoor play.

The club are registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll, four in the early years age range. The out of school club provides care from 7.30am until 8.50am and from 3.20pm until 6pm. Children who attend the club also attend the primary school. There are two staff working with the children and one of whom is suitably qualified in playwork.

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

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

- promote further children's personal independence and self-help skills
- extend further the opportunities for children to listen to music, to sing and dance.

### Inspection judgements

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

Children enjoy attending the out of school club and demonstrate high confidence and a positive approach towards their play. This is because staff take time to get to know each child well and interact with them in a fun and positive way. In addition, the staff provide a plentiful range of play resources for children to choose from and a range of activities. These successfully complement and extend the learning children receive in school. For example, children use their imagination and literacy skills when they work together as a small group to make a homemade shop front, writing 'Welcome to Choo Choo's'. They adapt it to their own role-play choices, using it as a library or toyshop, each day playing and interacting with their friends. Staff are careful to promote children's next learning steps into the play programme because they get a full picture of their needs from the reception year teachers. For example, they ask them to use their phonic sounds when reading simple words such as the open and closed sign on the shop, or when they read the names on the wipe board. Children concentrate well and take turns during a favourite card game with the adults and their friends. They sit together with their friends on the pouf and use an electronic game to make the frog hop across the road or river. Displayed artwork shows they can use their imaginations and literacy skills as well as more pre-

determined collage artwork. However, there are fewer opportunities for children to listen to music to sing and dance.

Staff form good relationships with parents. Staff share and exchange clear information to keep parents well informed about the setting, forthcoming activities and any achievements their children have made. This includes a written summary about how the range of available activities complements children's learning and development during the Early Years Foundation Stage. In addition, staff complete ongoing observational assessments of the children. This ensures children's interests and learning needs are incorporated into future activities and experiences. Children engage in different physical play experiences in the vast outdoor play space. For example, they play football using the outdoor nets to develop their movement and spatial awareness skills and to gain exercise. Children show great self-assurance and confidently talk to the staff while at the club. They clearly express themselves as they talk to the staff about what they are doing and the past and future events in their lives. Staff engage in conversations with children and are careful to ask open questions to promote thinking and talking. For example, they ask them about what they did at the gardening club. This successfully supports children's ongoing language development.

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

All children and their families are warmly welcomed into this friendly provision. Staff respect children as individuals and consequently children feel emotionally secure and happy because there is a successful key-person system in place. Children demonstrate they feel safe and secure and show high emotion when they have to leave the club because they love attending so much. Children form strong relationships with the staff. Children listen carefully as staff explain the behaviour boundaries. Staff have good strategies in place when children become a little too excited. For example, when staff put their hands on their heads the children swiftly copy. They stop what they are doing and listen to staff who give instructions about the routine. Staff are careful to reinforce the safety rules such as not going outside the door without an adult. Staff seek parents' views about their child's care needs at the start of the placement, in order to ensure continuous and consistent care and support transitions. For example, precise information is obtained about any known medical needs, allergies and play preferences.

Children's health and well-being is promoted well. Clear systems are in place to inform staff of any dietary needs the children may have. Staff keep good records of any accidents or any medicines to be administered. Children develop an understanding of why it is important to have good hygiene routines, such as hand washing in order to prevent the spread of infection. Children enjoy a good range of healthy tea options, which include varied fruit, cheese, bread and crackers. Staff actively encourage children to take some responsibility for themselves such as washing up their own plate after tea-time. However, there is further scope to promote personal independence and self-help skills in the routine. For example, by chopping up their own fruit and spooning out the dried fruit. Children enjoy being outdoors and participating in physically challenging activities, which successfully promotes their fitness and aids their continuing well-being.

The designated playroom within the school and associated outdoor facilities provides children with good play space. In addition, there are well-chosen toys and games easily available to the children to provide a stimulating play environment for them in their leisure time.

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

The management and staff team fully understand the requirements of the Early Years Foundation Stage. There is good emphasis on safeguarding children through the implementation of robust recruitment, vetting and induction procedures, which ensures the suitability of staff working with them. For example, the management team obtains enhanced Disclosure and Barring Service checks. The management team and staff are very clear about their responsibilities towards protecting children from harm and neglect because they are fully trained and knowledgeable. Staff carry out risk assessments of the indoor and outdoor play areas which enables them to identify, record and remove any potential hazards. In addition, the arrival and departure of children is closely monitored with unknown family members collecting children being asked to verify their identification. Staff request that visitors to the premises sign the visitor's book. Clear fire evacuation procedures are in place and staff practise these with children so that they know what to do in case of an emergency.

The management and staff team use the learning and development requirements of the Early Years Foundation Stage in order to guide their practice. As a result, they complement children's education during their time at club. The management and staff team work well together. Although they are a new provision the experience and knowledge of the provider means that from the onset, they drive to secure improvements in order to promote the best possible outcomes for children. For example, the provider observes staff performance, undertakes staff appraisals and meets with the staff weekly to coach and advise them. This helps to ensure the setting successfully meet the needs of the children attending. The whole team is self-aware and demonstrates a good commitment to the continual development of the whole provision. The management have developed a good range of written policies and procedures to support the safe and effective management of the provision.

Staff develop good partnerships with parents. Parents are aware of how the club is run and what play opportunities their children will have. The partnership with the school is excellent because staff understand the importance of developing constructive relationships with other professionals involved in a child's life. This ensures that children's care is consistent and effectively promotes their development. Parents make positive complimentary comments about the club. They appreciate the care and range of activities and learning provided.

### **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>	EY472711
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	948236
<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>	26
<b>Number of children on roll</b>	7
<b>Name of provider</b>	Time Out Childcare Partnership
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07715118752

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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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