

Cannon Park Afterschool Club

Cannon Park Primary School, Bransford Avenue, COVENTRY, CV4 7PS

Inspection date

Previous inspection date

16/05/2014

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

- Children are protected well. Staff have a secure understanding of their role and responsibility to safeguard children. They implement effective practices to minimise hazards to children.
- Children form secure emotional attachments with staff, which ensures continuity of care and high levels of confidence and independence.
- The setting is led and managed effectively. The manager strives for continuous improvement and monitors the provision in order to ensure the activities meet the needs of the children, and that staff are supported in their training and professional development.
- Children are actively involved in developing the rules with regard to behaviour. Staff use positive praise and encouragement which encourages children's self-esteem and confidence. As a result, behaviour is very good.

It is not yet outstanding because

- Resources to build on children's understanding of people with diverse characteristics and disabilities are not yet established.

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 held a meeting with the registered provider of the provision and spoke to staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents and children on the day of inspection.
- The inspector observed activities in the indoor and the outdoor learning environment.
- The inspector looked at a selection of children's assessment records, evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.

Inspector

Tracey Boland

Full report

Information about the setting

Cannon Park Afterschool Club was registered in 2013 on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from Cannon Park Primary School, Coventry. Children have the use of a main playroom, the adjoining corridor, the ICT suite, the library and the school hall. There is a large enclosed outdoor play area. The is open from 7.45am until 6pm all year round, with the exception of bank holidays. Children attend for a variety of sessions. There are currently 37 children on roll, two of whom are in the early years age group. The club supports children who speak English as an additional language. There are three practitioners employed, all of whom hold appropriate early years qualifications at level 3. The setting receives 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:

- provide opportunities for children to see positive images of those with diverse physical characteristics, including disabilities.

Inspection judgements

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

Children eagerly enter the club and enthusiastically share their day with staff. Excellent relationships have been formed between staff and children. Staff are fully aware of children's individual needs, quirks and mannerisms, and provide care accordingly. Partnerships with the school are strong and communication between parents, school and the out of school club ensures continuity of care. Children chatter excitedly to their friends and staff, who take an active interest in what they have to say and ask questions about activities children have done at home. This builds their self-esteem and confidence and encourages them to feel valued and included.

Staff seek the views of the children with regard to the planning of activities, which takes account of children's interests and encourages them to feel involved and valued. They complete observations of the children at play, assessing the information gained to identify any learning needs and plan for the next steps in their learning. Working in conjunction with the school, they complement the learning the children have been involved in throughout the school day. Children benefit from plenty of fresh air and exercise each day and access an outdoor play area which has many pieces of climbing equipment for them to develop their physical skills, control and coordination. They run, climb and use balls, hoops and bats, which develops their physical skills. They are reminded of their own safety when climbing and understand that only two children can go on the large stack of tyres to climb at a time.

Children compound their understanding of technology through resources and have access to the school's ICT suite, where they use a variety of programmes and games confidently. Secure arrangements are in place to ensure children do not access any inappropriate websites, and children have their own passwords to access specific programmes that encourage their understanding of maths and literature. Children attend the setting from different cultural backgrounds and they and their parents are encouraged to share information about cultural celebrations and activities. Parents are also encouraged to share their knowledge with the children, for example, one parent is planning to show children how to make sushi. Children discuss cultural similarities and differences and see positive images through play which reflect the wider world and their diverse community. However, resources that reflect disabilities are not yet fully established.

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

Children are happy, relaxed and settled within the club, and excellent relationships have developed between staff and children. Children's confidence and self-esteem are continually nurtured through the positive praise and encouragement they receive from staff, who listen to and are interested in all the children have to say. Staff welcome their ideas, views and opinions and use positive strategies when dealing with behavioural issues. Children understand the need to share, take turns and be kind to their friends. Children are actively involved in compiling the club rules, which makes them feel valued and included. Children's independence is continually encouraged as they manage their personal care, decide when they wish to have their snack and choose various toppings when having crumpets or toast. They are also able to choose when they want to play indoors or outdoors. The learning environment is very well organised, enabling children to choose resources which are stored in order to self-select and enhance their independence.

Children's individual needs are well known by staff as they spend time talking to parents and children during their initial visits to the club and also to teaching staff at the school, which helps support them in the transition between school, home and the club. Children have a secure sense of belonging because they develop strong bonds with staff, and handover systems from school to the club ensure children's day is discussed and any issues known and passed on appropriately to parents. Children enjoy a good range of nutritious foods for their snack which include a variety of fruits and vegetables, and all staff are knowledgeable of children's allergies or food preferences so their needs are met and respected at all times. Fresh drinking water is freely available, both indoors and outdoors, and staff remind children to have a drink regularly so they remain hydrated. Snack time is a social time and children chatter about their day to each other and staff. All children learn sensible hygiene routines because staff act as good role models, washing their own hands, and children are secure in their personal care needs.

Staff know the children extremely well and work cohesively with parents and other professionals to ensure any additional or medical needs are known and met. Staff deal with minor accidents swiftly and sensitively to ensure children's comfort is maintained, and both hold valid first aid certificates so they are aware of current practices. Clear recording of accidents is maintained and shared with parents, which ensures they are fully aware of

any medical intervention that has taken place. Children understand the fire evacuation drill, which is practised regularly; therefore, they fully understand the need to evacuate the building quickly and sensibly in the event of an emergency.

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

All staff demonstrate a good understanding of their role and responsibility with regard to protecting children in their care from abuse and neglect so children remain safe. Robust recruitment systems are in place to ensure that all staff are suitable to be in the proximity of children, and Disclosure and Barring Services checks are maintained. Induction procedures ensure staff are fully aware of their roles and responsibilities within the club. This includes an understanding of all the policies and procedures that are in place and reflect the care provided and all aspects of health and safety. Detailed written risk assessments identify potential risks to children and the steps taken to minimise them. Staff are well deployed, which ensures that children are kept safe and supervised at all times.

The staff team are very enthusiastic, motivated and work well together. They share ideas and ensure that any new information obtained through training and written information regarding any changes to practice or legislation are implemented, therefore providing a good quality service. The manager has an effective system for monitoring practice, which ensures the club is always evolving and improving. Staff's professional development is a priority, and weekly meetings, appraisals and supervisions enable staff to identify their own strengths and areas for development.

Strong links with the school have been established and staff work closely with teaching staff to ensure continuity of care. Staff are fully aware of the importance of working in partnership with other professionals and agencies as needed, which ensures children make progress. Good relationships have developed with parents, which encourages children's feelings of security, and they settle well into the provision. This ensures that their needs are continually known and met. Parents speak highly of the club and staff, explaining they feel very well informed about their child's day and the activities they involve themselves in, and that staff support them very well. Comments from parents and children include, 'The staff are the best people ever' and 'My son loves the staff and I have had no issues getting him to go to the club. I would recommend the club to anyone'. Staff reflect on their own practice and the service they provide, enabling them to identify the club's strengths and areas for development. Staff evaluate information gained from parents and children to make any changes, which continually enhances the service 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

Unique reference number	EY464267
Local authority	Coventry
Inspection number	943202
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 17
Total number of places	19
Number of children on roll	37
Name of provider	Rosie and Jim's Childcare Limited
Date of previous inspection	not applicable
Telephone number	07852575943

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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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