

# Building Blocks Schools Out - Tunstall

ST MARYS C OF E CP SCHOOL, Ladywell Road, Stoke On Trent, ST6 5DE

<b>Inspection date</b>	19/05/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	Not Applicable
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

- Children generally enjoy their time at the club. They particularly have fun playing outside and display confidence in their surroundings.
- Appropriate partnerships with parents are in place to ensure that children's individual needs are met. Staff get to know children's characters, likes and dislikes and form warm relationships with them.
- Children are supervised at all times and are kept secure as all external doors and gates are kept locked.

### It is not yet good because

- There is no clear emergency evacuation plan in place and not all staff know the procedure to be followed. This is a failure to fully meet the legal requirements for protecting children's safety.
- The monitoring and evaluation of the setting as a whole and of staff performance in particular, is not suitably robust. Consequently, there are weaknesses in practice, which have not been promptly addressed to maximise children's safety, enjoyment and learning.
- The hall is not well set out to promote children's full engagement. As a result, there are times when children are not purposely engaged in play or other fruitful activity.

## 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 school hall and the outside learning environment.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held meetings with the provider.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Jennie Lenton

## Full report

### Information about the setting

Building Blocks Schools Out - Tunstall was registered in 2013 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is one of three settings run by the same private provider. It operates from the main hall of St Marys C of E School in Tunstall, Stoke-on-Trent. The setting is open Monday to Friday during term time, with sessions from 8am to 9am and from 3pm until 6pm. Children attend for a variety of sessions. Children have access to the school playing fields and all-weather pitches for outdoor play. There are currently 26 children on roll, nine of whom are in the early years age range. Two members of staff work directly with the children. Both hold early years qualifications at level 3 and the manager has also completed a Foundation Degree in Early Childhood Studies. 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:

- ensure that there is a clear emergency evacuation procedure in place and that all staff and children are aware of the procedure to be followed to promote their safety.

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

- improve the monitoring of staff performance to ensure that all staff are clear about their roles and responsibilities and are effectively promoting children's safety, enjoyment and well-being
- devise and implement effective systems to identify and evaluate the strengths and weaknesses in the setting and put in place robust action plans to drive the setting forward to continually improve children's experiences
- improve the layout of the hall to provide a more stimulating, welcoming and engaging environment, which enables children to enjoy a wider range of play opportunities and learning experiences.

## Inspection judgements

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

Older children come into the hall independently, while younger children are collected by staff from their classrooms. They chat away confidently as they help themselves to sandwiches, telling the staff about their day at school or discussing their plans for the weekend. The staff ask children which toys they want to play with and these are then provided. However, this means that the hall is bare when children arrive at the club and limits the activities offered to only a small number of games and resources. Younger children in particular are not always fully engaged as they become bored with the small number of resources available and do not know what to ask for. This hinders children's enjoyment and reduces the opportunities for them to build on what they are learning at school through their play. Staff do provide an adult-led activity every day and children enjoy cutting out, sticking and painting as they take part in a range of crafts. There is also daily access to the outside areas, which belong to the school. Great fun is had as children explore the assault course, climbing through tyres, crawling under nets and jumping over tree stumps. Games of football and tennis are also enjoyed. Consequently, children's physical development is well promoted.

Staff supervise children as they play, coming alongside them to join in their activities and encouraging them to develop their skills as they count the squares on the snakes and ladders game or match up pictures on the bingo game. Staff display good teaching skills, using open-questioning to encourage children to show what they know and introducing new topics to promote discussion. For instance, during an activity about sea creatures, staff talk about how seaweed can be eaten and children discuss how it might taste. They consider the different types of creatures that live in the sea and draw and cut out shapes to represent jelly-fish, sharks and starfish. This increases their vocabulary as well as their understanding of the natural world. Staff are aware of each child's individual levels of attainment as they know the children well and discuss their abilities with class teachers. Consequently, they know how to pitch activities appropriately to help children to make steady progress.

Children in the early years age range are collected from their classrooms and escorted to the club. Staff chat to the reception teachers at this time and find out about the child's day and any issues or areas for development. They ensure that this information is promptly shared with parents. There are no children currently attending with special educational needs and/or disabilities. Staff are aware of how to work in partnership with others, and have previously worked with parents and other professionals to identify effective strategies for any child with special educational needs and/or disabilities. This helps to ensure all children are supported.

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

Children are relaxed and comfortable in the club. They display warm relationships with the staff and each other, chatting away happily and generally engaging in cooperative play. They all attend the same school where the club operates and are, therefore, very familiar with their surroundings. This makes it easy for children to make a smooth transition from their classroom to the club. Older children show care for younger ones as they often look out for them during the school day. They all behave well and have drawn up their own rules for the club, which include such things as listening to the staff and remembering to

say 'thank you'. As a result, there is a friendly atmosphere at the club and children show a strong sense of belonging. Staff regularly praise and encourage children. This helps them to feel emotionally secure and builds positive self-esteem.

Parents provide key information to the setting to ensure that children's individual requirements are known and understood. For example, food allergies are fully discussed to ensure that children receive a suitable snack and drink. Children help themselves to cheese and beef sandwiches and pour their own drinks. They take on some responsibility for the club as they go to refill the water jug and help staff to bring in resources from outside. This also helps them to develop their self-help skills. Children also learn how to keep themselves safe by following clear rules and behaving well. They know that they must tell staff if they are going to use the toilets, so that staff are aware of their whereabouts. However, children have not had the opportunity to practise the fire drill, which means that they do not know the procedure to follow in the event of an emergency.

Children's health needs are suitably promoted. All children have daily access to the outside area where they enjoy the opportunity to run around in the fresh air. In good weather, they stay outside for the majority of the session, using a wide range of apparatus to provide physical challenge and develop their balance and co-ordination. They are reminded to wash their hands before having a snack and are able to help themselves to fresh water throughout the session.

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

Staff are appropriately qualified and clear recruitment procedures ensure that only suitable individuals care for children. All staff have a current Disclosure and Barring Service check in place and annual self-declarations are completed to confirm that staff remain fit to work with children. Staff attend some training to keep their skills up to date. For example, they regularly update their safeguarding training. Consequently, all staff know the signs and symptoms that may indicate a child is at risk from abuse and are clear about how to report any concerns. Their practice is underpinned by a comprehensive safeguarding policy, which includes all relevant detail, including the restricted use of mobile telephones and cameras in the setting. This helps to protect children from the possible risks from the misuse of new technology. Risk assessments are used to ensure that all areas are fit for use and safety checklists are completed before children enter the hall or use the outside areas. On the whole, most risks are well managed and children are effectively protected from harm. However, there is no clear emergency evacuation procedure in place for the club. The written policy, which is in place, does not relate to the current premises and staff and children do not know the procedure to follow should they need to leave the building quickly during an emergency. This means that children are not fully protected and is a failure to fully meet the requirements for the Early Years Foundation Stage.

The owner of the club strives to provide good quality care and learning and displays a clear understanding of how this can be achieved. She has effectively led and managed other provisions in the area and is knowledgeable about how children learn and the required standards of care and learning within the Early Years Foundation Stage.

However, prior to inspection, she was not fully aware of the strengths and weaknesses of this provision and subsequently, found that staff practice was not in line with her expectations. Therefore, there has been limited evaluation of the quality of the provision and staff performance has not been robustly monitored to ensure that they are fulfilling all the requirements of their roles. This has led to aspects of weak practice. For instance, the manager has not completed fire drills or ensured that all staff are aware of what to do in the event of emergency evacuation and staff have not been setting up the hall to ensure it is well resourced, so that all children are able to fully engage in play. Improvements in the monitoring and evaluation of the provision and staff performance are, therefore, required to promote continuous improvement and enhance children's experience.

The club recognises the important role parents play in supporting their children's learning and care and staff communicate with them on a daily basis. A message book system is used to ensure that any comments from class teachers are recorded and passed onto parents in a prompt manner. Similarly, any incidents or accidents are fully recorded and shared with parents at collection times. This helps to promote continuity of care. Parents are provided with a brief leaflet at the start of a placement, which informs them about the club's activities and they are able to access the club's policies if they wish. This includes the procedure to be followed in the event of a complaint, enabling parents to promptly deal with any issues should they arise.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY472495
<b>Local authority</b>	Stoke on Trent
<b>Inspection number</b>	945160
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	25
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Melanie Marie Lowton
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01782871856

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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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