

Building Blocks Schools Out - Norton

ST MARYS RC PRIMARY SCHOOL, Ford Green Road, STOKE ON TRENT, ST6 8EZ

Inspection date

Previous inspection date

21/05/2014

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

- Teaching is good because staff make effective use of assessments provided by reception class teachers and promote children's progress through a wide range of play opportunities.
- Children are relaxed and happy as they know they are valued and respected. Their individual needs are efficiently met as staff work in partnership with parents to get to know the child and any special requirements.
- Safety is highly prioritised. Staff are vigilant to ensure that any hazards are successfully minimised and safeguarding procedures are fully understood.
- The management team provides strong leadership, which ensures that the club runs smoothly and that children's welfare and learning and development needs are consistently met.

It is not yet outstanding because

- There is scope to improve the delivery of some adult-led activities by providing a sharper focus on developing children's skills.
- Systems to promote continual professional development are in their infancy. There is room to develop more sharply targeted supervision to further support staff in their roles and provide even better care and learning for children.

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 hall and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the owner of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- 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 - Norton was registered in 2013 and is one of three settings run by a private provider. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from the main hall of St Mary's RC School in Norton, Stoke-on-Trent and serves the children that attend this school. The setting is open on Monday to Friday during term time only, from 3.15pm until 6pm. Children have access to the school's enclosed outdoor play areas. There are currently 24 children on roll, nine of whom are in the early years age range. Three members of staff work directly with the children. Of these, two are qualified at level 3 or above. The third member of staff is unqualified.

What the setting needs to do to improve further

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

- provide more targeted professional development for all staff to continually build on their current skills and bring new techniques and approaches to the setting in order to further enhance children's experiences
- focus more precisely on the planning of adult-led activities so that there is a sharper focus on developing children's skills to maximise their learning and enjoyment.

Inspection judgements

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

Children are excited to attend, coming into the club with enthusiasm. They gather round for registration before heading outside to enjoy the fresh air and physical play in the school's fantastic outdoor play areas. After a snack children quickly settle to favourite activities indoors, pretending to be hairdressers, using laptops, practising cartwheels on the gym mats or taking part in a variety of arts and crafts. They develop a range of skills as they have access to a wide range of learning opportunities. Planned activities led by staff are also available. Baking activities provide children with the opportunity to learn mathematical skills as they measure ingredients and weigh them out. Craft activities provide them with plenty of opportunity to develop their own ideas and make models and pictures to their own design and satisfaction. Staff plan activities to meet children's emerging needs and interests and consequently, planned activities are always well received and enjoyed. There is scope to use some planned activities to even greater effect, however, by sharply focussing on children's individual skills and areas for development to bring about even swifter progress. For example, during the hairdresser activity, staff have identified that some children would benefit from improving their number skills but they do not maximise opportunities to bring this into children's play.

Nevertheless, children are engaged in fruitful activity throughout the session as they remain interested and stimulated by the wide variety of activities on offer.

Staff generally display good teaching skills as they come alongside children and support them. They interact effectively as children play, joining in games of netball, helping them identify different bugs on a nature checklist and encouraging them to show what they know as they set the date and weather board outside. Staff are aware of each child's individual levels of attainment as they know the children well and discuss their abilities with class teachers to complement learning. They obtain children's individual targets from their teachers and observe children and record their progress towards their goals. This is then shared with the teachers so that all individuals involved with the child have a clear understanding of their levels of attainment.

Staff also work in partnerships with parents. They provide a link between parents and teachers, ensuring that all information is successfully passed on. Staff go down to reception classes to collect children and take the time to speak with teachers to find out how the children have been during the day. They communicate any significant information to parents at collection times to ensure continuity of care.

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

Children chat away happily to each other showing that they are relaxed and content in the club. They have friendly relationships with the staff, who show them genuine warmth and respect. Staff ask them about the activities they would like to have out and let them choose the film to watch on Friday's 'movie night'. Consequently, children feel valued as their views and opinions are regularly sought, which encourages them to have a sense of ownership for the club. Children willingly help to tidy up resources and bring drinks out to the play areas as they enjoy taking an active role in the setting. They display a mature sense of responsibility and behave well, showing respect for their surroundings and for each other. They all attend the same school where the club operates and are, therefore, very familiar with the environment. This makes it easy for children to make a smooth transition from their classroom to the club and helps to ensure they are emotionally secure.

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 tuna wraps, salad and pitta breads and pour their own drinks as they access the self-service snack table. This helps them develop their self-help skills. Children also learn how to keep themselves safe by following clear rules. They know that they must tell staff if they are going to use the toilets so that staff are aware of their whereabouts and that they must make sure no one is in the way before they do gymnastics on the mats to prevent accidental injury. The fire drill is also practised to develop children's understanding of how to respond safely in an emergency.

Children's health needs are also well promoted. All children have daily access to the fantastic outside areas where they enjoy running around, playing games of netball and

football or accessing the challenging climbing equipment. They balance on logs, swing from hoops and skip with ropes as they are provided with a wide range of equipment to enhance their play. They are reminded to wash their hands before having a snack and are able to help themselves to fresh water throughout the session. Staff also ensure children are aware of how to keep themselves safe in the sun. They supervise the application of sun cream and talk to the children about the importance of using the cream to prevent burning.

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. Annual self-declarations are completed to confirm that nothing has changed in their status to make them unfit to work with children. Staff are also trained to be alert to the signs and symptoms that may indicate abuse and how to protect children from harm by others. They all understand how to safeguard children and are aware of the agencies to contact in the event of any concerns. Their practice is underpinned by a comprehensive written safeguarding policy, which includes details of the Local Safeguarding Children Board and what to do in the event of an allegation being made against staff. It also covers the use of mobile telephones and cameras in the setting. This is important to ensure that children's images are suitably protected.

The owner of the club oversees the running of the setting and monitors its effectiveness well. She regularly updates policies and procedures to ensure they are in line with current regulations and reviews children's progress to ensure that staff are successfully supporting children in their learning and development. Staff also have annual appraisals with the management to look at their performance and regular discussions take place to pick up on any practice issues. There is scope to now develop this further and put in place targeted professional development to enable staff to build on their existing skills and bring new techniques and approaches to the club to enhance children's experiences.

The club recognises the role parents have in their children's learning and care and effort is made to inform them of ongoing events and planned activities. All parents receive verbal feedback as to their child's progress every day. This ensures any issues can be promptly discussed. Parents also have access to the club's policies, including the complaints policy, enabling them to follow a clear procedure in the event of any problem. Parents report that they value the club highly and appreciate the flexibility that is afforded them, with arrangements for care often being made at the last minute. They praise the staff for their efforts and state that they are always happy to answer any questions. They state that their children 'love coming' and the only problem they find is 'getting my child to leave'.

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	EY472525
Local authority	Stoke on Trent
Inspection number	945161
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	24
Name of provider	Melanie Marie Lowton
Date of previous inspection	not applicable
Telephone number	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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