

The Forum

John of Rolleston Primary School, School Lane, Rolleston-on-Dove, Burton-on-Trent, Staffordshire, DE13 9AQ

Inspection date	19/05/2014
Previous inspection date	26/09/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The quality of teaching is inspirational because of staff's extensive knowledge and understanding of how children learn. This has a significant impact on ensuring that all children have excellent opportunities to play and explore, learn actively and become creative thinkers.
- Children are exceptionally safe at the club as dedicated staff ensure that they are responsible for and give the upmost importance to the well-being and protection of children. They demonstrate meticulous knowledge of safeguarding policies and the procedures to follow if they are concerned about a child.
- Staff create a highly welcoming environment where children settle in well and make warm relationships with each other and staff, which results in children being happy, safe and secure.
- Children show high levels of self-control and listen attentively. Behaviour is exemplary and they are provided with a strong base for their developing independence and exploration.
- Day-to-day management and professional supervision are of an exceptionally high quality. Roles are clearly defined and there is an excellent sense of teamwork shared by well-qualified, experienced and knowledgeable people, who constantly evaluate and review practice to enable excellent and ongoing improvements.
- The club has an excellent relationship with the school and parents. They complement each other extremely well in order to maximise children's care and learning.

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 out of school club's indoor and outside spaces.
- The inspector spoke with the chair person, manager, staff and the school's early years coordinator.
- The inspector reviewed documentation, including children's learning journals, policies and procedures and the vetting and suitability checks carried out on all adults.
- The inspector also took account of the views of parents and children through discussions during the inspection.

Inspector

Dawn Robinson

Full report

Information about the setting

The Forum is an out of school club which was registered in 2003. The club operates from the hall and library within John of Rolleston Primary School, in Rolleston-on-Dove, Staffordshire. Children have access to an enclosed outdoor play area. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club serves the children attending the school in which it is located. The club employs 10 members of childcare staff. Of these, four hold appropriate qualifications at level 3, one holds a level 2 and the manager has a foundation degree. The out of school club is open Monday to Friday, during term time. Sessions are from 8am to 9am and from 3.15pm until 6pm. Children attend for a variety of sessions. There are currently 122 children on roll, of whom 16 are in the early years age range. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance current systems to allow staff to undertake peer to peer observations to enable staff to further develop their already excellent practice.

Inspection judgements

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

Staff have an excellent understanding of how to observe and assess children to monitor their progress. The club work seamlessly with the reception team within the school to share observations and to discuss and assess children's progress and learning styles. This information is used to ensure that they identify children's next steps in learning, which are used very effectively in the planning. Consequently, staff gain a true picture of each child which they use to develop individual plans to support children's next steps based on their interests. Children engage in a very good mixture of adult-led and child-initiated activities that meet the needs of all children extremely effectively. These activities capture children's interests and support their physical, communication and language skills and personal, social and emotional development exceptionally well. Children can request activities and resources confident in knowing that their suggestions are valued. For example, children ask to find out about small creatures found in the jungle; which evolves into children creating their own creatures out of a variety of materials, including providing ingredients for children to make 'edible bugs'. Consequently, children are learning to construct with purpose and select appropriate resources and adapt work as necessary. Staff use open-ended questions to encourage children to investigate and try out different ideas while children confidently talk to each other to work out their plan of action. Staff enthusiastically organise visitors from the local community in order to complement the learning in school and further enhance children's skills and knowledge. For example, to

enhance the reception class topic on animals, children experience handling and learning about birds of prey; giant snails and cockroaches; snakes and a variety of pets. Children learn about a guide dog for the blind by talking to its owner and watching how it carries out its role enabling children to learn about equality and diversity.

The environment is extremely well-organised into areas, which enable children to make independent choices about what they want to do. Staff enthusiastically join in with children's play and listen to their suggestions to develop the activities further. The quality of teaching is exceptional because staff are extremely effective in supporting children's progress. They recognise their own crucial role in enhancing, guiding and offering some structure to activities where needed. As a result, children's imaginative ideas are extended through additional challenge encouraged by staff within the activities. For example, older children lead in the creation of a murder mystery play which involves children of all ages. They borrow the school camcorder to record their play and then transfer it to the laptop for the other children to view on the interactive whiteboard. Consequently, all children develop information and communication technology skills as they play on the various computerised resources. Children's request for more cookery activities are further extended with a cookery demonstration by one of the parents who runs a cookery club business. Children learn to create their own pizzas, which enable them to develop mathematical skills as they weigh and measure the ingredients. Children are able to enjoy activities that are meaningful to them, in an environment that fully supports their individual needs and learning interests exceptionally well.

Staff recognise children's varying needs throughout the session as energy levels rise and dip for children. They have free flow access throughout every session between the outdoor environment where they can play physically on a variety of equipment or choose to stay and focus on quieter activities inside. Children with special educational needs and/or disabilities are extremely well supported. Staff work closely with school staff to provide continuity of care. This means all children's needs are met exceptionally well all of the time. Several parents spoken to during the inspection stated how much their children enjoy coming and that they choose to go to the club rather than going home after school. Parents also explain how they appreciate the feedback and communications they have with the club staff. For example, there are open conversations about how children are getting on at school and what the club are doing, as well as the regular newsletters which provide further information about the club and its activities. Parents of children in the early years age range are shown their children's' learning journal and their next steps are shared with them enabling parents to support learning at home.

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

The key person system is highly effective and well-embedded, which helps children form secure, emotional attachments and provides a strong base for their personal, social and emotional development. Children are extremely well settled in the club because staff have an excellent understanding of their likes, dislikes and routines and communicate daily with parents. Relationships with children are excellent, owing to staff's warm and caring attitudes towards children. Staff are fully aware of the importance of children developing a

highly positive sense of belonging and pride in themselves. There are books containing photographs of activities at the club which enable children to recall past events, which provides them with a sense of belonging. In addition, staff recognise diversity as a strength and are happy to celebrate festivals and events to promote children's understanding of different cultures. The environment is very well-organised with staff effectively deployed to ensure that the club runs efficiently and children are well supervised. Children are motivated and focus on their chosen activities, which enables active learning. The club is set out to provide children with excellent spaces to relax, unwind and have fun. Children have great opportunities for plenty of fresh air and exercise as they freely access the outdoor area throughout the session in this truly flexible environment. Children explore the great outdoors bringing items from inside, such as, chalks, water and brushes to make marks on the ground. Others play using their imagination with role play equipment or access more energetic activities, such as wheeled toys or sports equipment. Areas are allocated for different activities and are closely supervised by staff to ensure all children can play in comfort and safety. For example, the activities that provide more boisterous play are available for those wishing to take part in such energetic activities and can be accessed by all ages but do not impact on the younger children. This meets the needs of all children exceptionally well.

Children's behaviour is excellent. Children enter the club confidently and choose the resources that they enjoy. There are clear rules and boundaries, which children understand and are eager to share with staff at the beginning of the session. Children are polite, play cooperatively and share and take turns very well. There is a superb reward system where children are placed in groups and encouraged to gain tokens for their group by being polite, helpful and well-behaved. The results for each group are attractively displayed and certificates are awarded at the end of the week with a new resource being chosen by the winning group at the end of the term. Children are praised and awarded tokens at every opportunity. As a result, children thrive in this safe and happy environment where they feel valued and respected, which in turn boosts their self-esteem and confidence.

Children sit at tables for their snack and chat happily to their friends and staff about their day at school. They choose ingredients from the menu provided, which offers a wide range of fresh fruit, raw vegetables and savoury snacks and place their orders by writing them down. Children pour their own drinks while they wait to be provided with the ingredients they require in order to make their own snack. Individual dietary preferences and requirements are met very well because staff ensure that children are familiar with their own and others' requirements. Furthermore, they help children to understand about allergies and preferences and to be careful in their selection of items. As a result, children's independence and social skills are highly promoted. Children are fully aware of the need for and benefits of healthy food, fresh air and exercise, in order to sustain energy and to grow and develop. They demonstrate a mature understanding of the importance of good hygiene practices when they wash their hands before snacks. Children are reminded about the importance of staying safe in the sun and children are able to talk about the need to protect themselves by wearing appropriate clothing, applying sun cream and keeping hydrated. As a result, children are competent at managing their own personal needs in preparation for their next stage in their learning and movements through school.

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

The management team and staff have very good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Staff have an excellent knowledge and understanding of how to protect and safeguard all children. For example, there are detailed, robust policies and procedures in place for safeguarding and rigorous recruitment and selection procedures ensure that all staff are safe and suitable to work with children. All staff have completed safeguarding training and have knowledge of what to do and who to contact if there are any safeguarding concerns. All staff follow thorough induction procedures and receive ongoing supervision and appraisals. This ensures that they have the support and training they need to carry out their individual roles and responsibilities extremely well. Any training that staff attend is cascaded among the team and put quickly into practice to benefit children's future development. Comprehensive risk assessments are in place and rigorous daily checks of the environment and resources ensure that children are exceptionally well-protected. A camera positioned at the entrance enables staff to identify visitors before they are allowed to enter the building. Staff and parents sign children in and out on the register. This ensures that children do not leave the club without an authorised adult. Accidents and injuries are meticulously recorded and staff understand their responsibilities to inform Ofsted of any significant incidents or serious accidents. This means that children can play and learn in a completely safe and secure environment.

Leadership is inspirational and self-evaluation is well-documented, highlighting the strong emphasis on maintaining high levels of achievement for all children. Strengths and areas for development are clearly identified and plans are in place to secure continuous improvement, such as developing the use of peer observations. Children and parents are involved in the process through discussions and parents' and children's questionnaires. The manager responds in the regular newsletter to suggestions for improvement and implements changes where practically possible. In addition, the newsletter reports on regular visits by members of the committee who monitor the club and provide an insight for parents on the activities enjoyed by children. The areas for improvement highlighted at the previous inspection have been fully addressed, consequently, there is a thorough induction process for all new staff and accident records have been improved ensuring confidentiality is maintained. The early years leader oversees the educational programmes and children's development exceptionally well. This helps identify any gaps in children's learning alongside the school's reception team.

Children's needs are extremely well met through highly effective partnerships between the club, parents and the school. Parents are very complimentary about the club and are most keen to voice their opinions about how impressed they are with the service provided. They describe the club as 'fantastic', 'brilliant' and they would 'definitely recommend it'. Parents say that children 'enjoy the activities greatly' and the club offers 'exceptional after school care'. The school and the club work extremely well together for the overall benefit of children's well-being and education. They are collaborative in sharing the premises and the reception team and the club work seamlessly to ensure that children's individual needs are

fully considered and met.

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	EY267329
Local authority	Staffordshire
Inspection number	860690
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	122
Name of provider	John of Rolleston - Care Club - The Forum Committee
Date of previous inspection	26/09/2008
Telephone number	01283 239214

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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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Piccadilly Gate
Store St
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