

Colwich Youth & Community Centre

Main Road, Colwich, STAFFORD, ST17 0XD

Inspection date	03/06/2014
Previous inspection date	08/04/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 and learning follows children's interests so that they are motivated and eager to learn through enjoyable activities. A well-organised and stimulating environment ensures children make good progress in their learning.
- High priority is given to safeguard the welfare of children. This is evident through effective practices that successfully promote children's safety and well-being.
- 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.
- Partnerships with parents are very good due to effective communication systems which support children's care and learning.

It is not yet outstanding because

- There is room to further develop partnerships with the local school so that there is increased sharing of information about children's learning in order to establish a more consistent and complementary approach.
- There is scope to enhance the ongoing supervision and support provided for staff, in order to further maximise and strengthen their skills and ensure continued professional development.

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 and staff.
- The inspector reviewed documentation, including children's assessments, 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

Colwich Youth and Community Centre was registered in 2002. The out of school club operates from a hall and has access to a kitchen and toilets within the Colwich Youth and Community Centre in Colwich, Staffordshire. The children have access to an enclosed outdoor play area and the adjacent school playground. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club serves the children attending the local school which is situated next to the centre. The club employs four members of childcare staff. Of these, three hold appropriate qualifications at level 3, and one is studying for a level 3 qualification. The out of school club is open Monday to Friday during term time only. Sessions are from 7.30am until 9am and from 3.15pm until 6pm. Children attend for a variety of sessions. There are currently 100 children on roll, of whom 12 are in the early years age range.

What the setting needs to do to improve further

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

- strengthen partnerships with the local school so that there is a more effective method for sharing more detailed information and complementing the children's learning and development
- expand on the already good, informal systems used to supervise, coach and support staff to further maximise and strengthen their skills and further promote continued professional development.

Inspection judgements

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

Staff demonstrate a good understanding of how to promote children's learning and development. They show this by providing a broad range of interesting and stimulating learning opportunities to meet the children's individual needs and interests. Staff use the indoor and outdoor environments effectively, as a result, children are engaged, eager and motivated to learn. The quality of teaching is good because staff are able to extend children's learning by demonstrating new skills, explaining and asking open-ended questions as they play alongside the children. Consequently, children make good progress overall in their learning and development from their starting points. Children are continually asked what they would like to do during the session to make sure their learning and development is promoted through activities that they enjoy. Significant achievements are recorded on magic moments stars which are taken into the school and displayed. As a result, children feel valued and respected. Children's individual observations are linked to the Early Years Foundation Stage and stored alongside

information gathered from parents. These are used to identify children's starting points and to monitor their progress, as well as being used to identify the children's next steps in their learning and to inform future planning.

Communication and language is supported effectively in the club. Staff talk to children throughout the session and encourage them to talk about their day at school, as a result children feel valued. The easily accessible play materials and activities stimulate children's independent learning. Children are confident and comfortable to communicate with their peers and staff throughout the session as they ask staff for other resources to extend their play or share their ideas for activities. Children talk enthusiastically about the activities they take part in, including a wide range of crafts, such as sewing and knitting. Good opportunities to develop their creativity are provided for the children. They use a range of resources and work together to create a puppet theatre and puppets, with younger children being supported by the staff. As a result, children learn to share ideas and cooperate with each other. Mathematics is promoted well as children play with games and jigsaw puzzles, which support their knowledge of shape and number. A wide range of books and constant access to paper and drawing materials support children's literacy skills.

There are good opportunities for the children to develop their physical skills. Children have access to a variety of resources in the outdoor environment including wheeled toys, bats and balls. Children enjoy working together to create an obstacle course which enables them to explore, test their skills and take appropriate risks. Children sit happily together during activities and listen to each other as they talk about their day. As a result, children are supported to acquire the skills needed for the next stage in their learning. Staff talk to the parents on a regular basis about their child's development and share their observations. This means that parents are well informed about their child's progress. Written information is shared on a notice board in the club and includes details of the key-person groups. Parents comment positively about the marvellous staff and the good verbal communication about their children which helps them settle quickly.

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

The club provides a warm, welcoming environment where children are treated as part of a family with a sense of belonging. Children greet staff members enthusiastically and are eager to share their news with them. In return, staff listen carefully to the children making them feel valued. As a result, children are extremely well settled in the club because staff have a thorough understanding of their likes, dislikes and routines and communicate daily with parents. Staff are both calm and caring towards children. The key-person system is well embedded, which helps children form secure, emotional attachments and provides a strong base for their personal, social and emotional development. The environment is 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. Children explore the outdoors bringing items from inside, such as chalks, to make marks on the

ground. Others play using more energetic activities, such as skipping ropes and hoops. Activities are closely supervised ensuring that the activities which provide more boisterous play are available for those wishing to take part in such energetic activities. Staff ensure these can be accessed by children of all ages but do not impact on the younger children. This meets the needs of all children very well.

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. Children's behaviour is very good. The children enter the club confidently and choose the resources that they enjoy. There are clear rules and boundaries which the children understand and demonstrate throughout the session. The children are polite, play cooperatively and share and take turns very well. Children are praised for their efforts 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 are developing good hygiene practices as they fully understand they must wash their hands in preparation for snacks. They pre-order their snack from the menu provided which offers a wide range of choice including fresh fruit. They chat happily to their friends and staff about their day at school as they sit around a table. Children pour their own drinks while they wait to be provided with the ingredients they require in order to make their own snack. As a result, children's independence and social skills are well promoted. Children are becoming aware and responsible for their own safety. They happily tidy away activities to ensure safe floor space and practise emergency evacuation procedures on a regular basis. Ongoing risk assessments ensure accidents are minimised to further promote children's safety.

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

The management team and staff have a 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, they ensure there are detailed, robust policies and procedures in place for safeguarding. Also, rigorous recruitment and selection procedures ensure that all staff are safe and suitable to work with the children. All staff have completed safeguarding training and have a secure knowledge of what to do and who to contact if there are any safeguarding concerns. Staff are suitably qualified, experienced and motivated, demonstrating an enthusiasm for their work and a commitment to improving achievements for all children. Appraisals are carried out to help staff to identify their strengths and areas for future development. However, supervision and peer observations are done on an informal basis. This means that opportunities to more effectively share staff expertise and evaluate staff practice may be missed. Comprehensive risk assessments are in place and rigorous daily checks of the environment and resources ensure that children are exceptionally well protected. External doors are locked and only opened by staff with parents signing children in and out on the register. This ensures that children do not leave the club without an authorised adult. Accidents and injuries are

comprehensively 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.

The manager monitors young children's learning and development and their involvement in activities. This ensures children's needs are met and that they are fully engaged and interested in what they do. The club uses the Ofsted self-evaluation document effectively, and targets areas for development. The compilation of the self-evaluation form takes into account the views of staff, parents and children, as well as advice from the local authority. For example, parents are encouraged to complete questionnaires, and children are asked for their views through discussions. The areas for improvement highlighted at the previous inspection have been addressed, consequently, there are systems in place for the observations of children, improved communication with other settings and effective self-evaluation. This all provides evidence of a commitment to continually improve the provision and outcomes for children.

Staff have effective partnerships with parents as they communicate and work together to meet the children's individual needs and to support their learning and development. Parents are happy to express how they are satisfied with the service they receive from the setting and that their children are very happy. The setting works closely with the local authority as they regularly visit to offer support and guidance. Staff have started to work in partnership with the primary school teachers to share relevant information to support the children in their learning and promote effective transitions. However, there is room to strengthen these partnerships so that there is an even more effective method to maximise information shared and complement further the children's learning and development.

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	EY242675
Local authority	Staffordshire
Inspection number	870118
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	100
Name of provider	Colwich & The Haywoods Community Association Committee
Date of previous inspection	08/04/2009
Telephone number	07791 097913

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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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