

Central Out Of School Club

St. Albans RC Junior & Infant School, Broad Lane, BIRMINGHAM, B14 5AL

Inspection date

Previous inspection date

05/06/2014

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 have a lovely time in this fun-filled environment. They take part in a range of organised activities, which is wholly suitable for this type of provision.
- Staff are supportive of all children and respond appropriately to their individual needs. They interact positively with the children and build good relationships with them to help them to feel secure.
- Children are well safeguarded due to robust recruitment and vetting procedures and staff's good understanding of their roles and responsibilities in protecting the children in their care.
- Valuable partnerships with the school staff ensure that the club staff know the children well and provide experiences, which are consistent and complementary.
- Partnerships with parents are well established. This ensures children's welfare needs are securely met.

It is not yet outstanding because

- There is scope to enhance the systems to clearly demonstrate how the good quality practice is continually monitored and how the information gained is used to shape staff's professional development in order to raise children's attainment to the highest level.

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 and spoke with the management, staff and children at appropriate times throughout the inspection.
- The inspector looked at documentation, including staff's vetting and suitability checks, records of assessments and planning relating to children's learning and development and a selection of policies and procedures.
- The inspector also took into account the views of parents from the club's own records of parental feedback.

Inspector

Lucy Showell

Full report

Information about the setting

Central Out Of School Club was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within St Albans Roman Catholic Junior and Infant School, in Kings Heath, Birmingham. The club is privately owned by Central Coaching and Sports Academy Ltd and operates from the school hall, club room and an enclosed area is available for outdoor play. The club employs two members of staff, one of whom holds appropriate qualifications at level 3 and one at level 2. The club opens Monday to Friday, term-time only. Sessions are from 7.30am to 8.45am and 3.15pm to 6pm. There are currently three children attending who are in the early years age group.

What the setting needs to do to improve further

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

- strengthen the monitoring of the staff's good quality practice in order to shape their professional development through use of sharply focused evaluations of the impact on the provision in order to raise children's attainment to the highest level.

Inspection judgements

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

Staff have good awareness of the learning and development requirements within the Early Years Foundation Stage. They ensure that the activities they provide in out of school club complement what children do in school and recognise that each child has unique interests and abilities. Staff gather relevant information from parents and school staff to find out about the children's likes, interests and skills. This means that staff have a clear understanding of children's starting points, which enables them to build on children's interests and abilities from the start. The ongoing communications are used alongside staff's observations. This helps them to plan future activities to meet the learning needs and emerging interests of the children. In addition to this, children's assessments and details of current themes and interests are discussed with teachers. As a result, children benefit from experiences, which are consistent and complementary with those enjoyed in school.

Staff have a good understanding that children have different needs at the end of a busy school day. They ask the children what they would like to do and set out resources for them accordingly. Staff also steer children to select resources and activities that promote all areas of learning and follow their interests and capabilities. As a result, children are seen to be enjoying their time at club. For example, children are happy to play outside selecting resources, such as balls, hoops and skipping ropes from the shed. Together they devise games to challenge one another or take turns to decide who goes in goal as they

play football. For those who prefer quieter activities they take paper and pencils outside to complete homework or draw pictures. Others sit on the mats making structures using small construction bricks. Several children sit with staff or their friends to play a selection of board games. They enjoy the challenge and the competition especially if they win against staff. These activities enhance the relaxed and calming environment for children. They are confident to mix with children of different ages and classes other than their own. Overall, there are good opportunities, which result in children who are confident, positive and happy to attend.

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

Staff provide a well-resourced and welcoming environment both indoors and outside. There is very friendly atmosphere where children chat happily about their day with their key persons who know children well. Staff develop effective relationships with parents, who are happy with the care given to their children and are becoming more involved in the activities at the club. Staff are good role models as they are caring and respectful to children, which ensure their emotional needs are fully met. They encourage all children to take part, share and join in both the planned and spontaneous play. When playing games, staff supervise well and encourage the careful and considerate use of all the areas. This helps children to learn how to keep themselves safe and to be aware of how their actions have an impact on others playing nearby.

Children's behaviour is good; they are polite and have good social skills. All children respond quickly to staff when asked to help tidy away. They learn how to promote a healthy lifestyle through every day routines and planned activities. Before meals they wash their hands and are keen to help to serve out their food. This means they are aware of their own personal hygiene and making good choices about their own health. Children sit with their friends and the staff to have their tea. This is a social time and children talk freely about their school day or what they would like to do next at club. Children's independence skills are promoted as they help themselves to drinks while outside. They thoroughly enjoy being outside and recognise that the fresh air and exercise helps them to feel good. These activities help children to learn skills that will help them to take part in new experiences with confidence at school and later in life.

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

Staff demonstrate a good understanding of the safeguarding and welfare requirements. They complete safeguarding training and ensure they hold a paediatric first aid qualification as part of their induction processes. Staff understand their responsibilities and how to keep the children safe from harm. There are clearly defined policies and procedures, which are understood by all staff should they have a concern about a child in their care. Furthermore, their relationship with the school is positive and because all the children attend the school, any issues can be shared confidentially. This is to ensure that all appropriate information is received and referrals can be made in partnership in order to safeguard the children.

The leadership and management of the club are strong and there are effective systems to support children's individual needs. Staff work very well together and are positive role models to the children. Recruitment and vetting procedures are effective and, therefore, ensure that the adults working with children are suitable to do so. Staff are effectively supported by management through relevant training, regular staff meetings and a good system of supervisions. Staff are also encouraged to take up training and additional responsibilities to ensure that they continue to enhance their practice and provide the best levels of care for children. However, while progress and skills are regularly discussed, they are yet to monitor the impact that individual staff have on practice and how this shapes their professional development, in order to raise children's attainment to the highest level.

Staff have a good knowledge of the learning and development requirements. They demonstrate an accurate understanding of the importance of getting to know children's starting points and capabilities. Staff take time to develop this through sharing information with parents and the teachers. For example, staff share daily news with parents and keep them informed of events in school or pass messages on to teachers. The staff know the strengths and weaknesses of the club well. They regularly consult with parents to gain verbal opinions and ideas. However, they are working on ways to involve parents more when assessing the club's practice and making action plans. For example, they are send out questionnaires to parents so that they can collate and assess the comments in order to inform their action plans. Staff welcome support and guidance from other childcare professionals. They are evaluating their practice and are very pleased with the progression of the club since registration. They are appreciative of the partnerships they are building with the school and the parents. Although, they are most happy with the environment they provide. Through these opportunities children are developing good confidence and self-esteem and do not want to leave at the end of the session.

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	EY472276
Local authority	Birmingham
Inspection number	948359
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	3
Name of provider	Central Coaching and Sports Academy Ltd
Date of previous inspection	not applicable
Telephone number	0121 444 6530

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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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