

Castle Care Club at St Peter's

St Peter's Community Centre, Rockhill, Bromsgrove, Worcestershire, B60 3LU

Inspection date

12/06/2014

Previous inspection date

20/10/2008

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

- Children make good progress in their learning and teaching is effective. This is because staff know children well and they plan and provide experiences that interest them and complement their learning at home and school.
- Staff are clear about how they expect children to behave and provide them with positive role models to follow. Consequently, children behave very well and show lots of care and consideration for others.
- Children's individual needs are effectively known and met because close partnership working is evident between everyone involved in their care and education.
- The owners and their staff team ensure that children play, learn and rest in a clean, safe and secure environment. Consequently, children are safeguarded and their safety and well-being are promoted well.

It is not yet outstanding because

- There is scope to explore additional ways of gathering and utilising children's views to more effectively review the strengths and weaknesses of the club and to help raise standards even higher.
- There is potential to enhance opportunities for children to think critically, problem solve and use their imagination through open-ended play. For example, through providing children with regular access to a variety of resources and natural materials that they can independently use, move and combine in a variety of ways.

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 had a tour of the premises during the inspection.
- The inspector spoke with the owners and staff at appropriate times throughout the inspection.
- The inspector interacted with children throughout the inspection and observed activities in both indoor and outdoor spaces.
- The inspection carried out a joint observation with the manager of children engaged in everyday routines and spontaneous play.
- The inspector looked at documentation, including children's records, learning and development information, staff records, including suitability checks and a selection of policies and procedures.
- The inspector took into account the views of parents gathered through discussion during the inspection.

Inspector

Carol Johnson

Full report

Information about the setting

Castle Care Club at St Peter's was registered in 2004 on Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of seven daycare settings owned by the provider and operates from a church hall in Bromsgrove, Worcestershire. There is an enclosed area available for outdoor play. The club is open Monday to Friday during school term time. Sessions are from 8am until 9am and from 3pm until 6pm. Children attending the club are aged from four to 13 years. There are currently 35 children on roll and of these, four are in the early years age group. There are five members of staff who work directly with the children and of these, four hold recognised early years qualifications.

What the setting needs to do to improve further

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

- enhance further the way that the quality of the provision is evaluated and priorities for improvement are identified. For example, by devising even better ways to encourage children to express and contribute their thoughts and opinions to inform the self-evaluation process
- enrich children's creativity and problem-solving skills by creating even more opportunities for them to independently access a range of resources and natural materials that they can use in variety of ways.

Inspection judgements

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

The quality of teaching is good and children gain many of the skills they will need for future life. This is because staff understand how children learn through play and meet their individual needs. Good attention is given to encouraging children's language and communication skills and making sure that they are emotionally prepared for future life. At mealtimes, children sit together and listen to each other as they talk about their day or the activities they have planned for the evenings. This helps them to develop key skills for future learning, such as concentration, language and the need to take turns in their play. Furthermore, it helps them to be confident in other group settings, for example, the classroom. Each child is assigned a key person and she is a familiar and accessible figure who understands their needs and interests. She liaises with school staff and assesses and reviews children's individual needs and progress. Furthermore, she exchanges information with parents about children's experiences and any areas where they may need additional support or challenge. Consequently, children's needs are met and parents have an array of information to help them to support their children's welfare and learning.

Children of all ages enjoy being creative. They develop their imagination and recreate familiar experiences as they play with role-play equipment, small-world toys and participate in craft activities. Staff ensure that there is plenty of time and opportunities for children to independently initiate activities and follow their own interests. A variety of writing materials is easily accessible and staff regularly plan activities that allow children to express their creativity using pens, crayons, card and paper. For example, children make greetings cards and enjoy colouring pictures that staff have downloaded from the internet. Children are proud of their artwork and staff raise their self-esteem by talking to them about their creations and praising their efforts. Many of the creative activities are inspired by religious festivals and through these experiences, children learn about differences and similarities in people. Furthermore, they develop pencil control and are able to express their ideas and emotions. Staff describe how they sometimes provide children with a large supply of recycled materials. Children enjoy exploring these and using them in a variety of ways. For example, children make models using boxes, tubes and pieces of material and are reassured that there is no right or wrong way for the resources to be used. However, this is not a regular occurrence and this means that some opportunities for children to solve problems, discover new possibilities and communicate their ideas are not fully exploited.

Staff ensure that there is a good mix of adult-led and child-initiated activities, indoors and outside, at every session. Staffing levels are consistently above legal requirements and children know that staff are close at hand to join in their play, if required. Consequently, children are happy, settled and keen to participate in available experiences. After school, the majority of children rush to play outside. Many are keen to play ball games, while others read books or simply chat to staff or their peers. Indoors, children play board games, draw pictures and build with construction toys. They make lots of independent choices and explain how they can ask for additional resources that are stored in a walk-in cupboard. Morning sessions at the club are equally enjoyable and once breakfast is finished, children quickly settle into play. Many of the children enjoy swapping football cards and the current world football tournament is a common theme in their conversations. Children excitedly name their favourite football players and staff build on this interest by discussing the different countries playing in the competition. Staff ensure there is something on offer at all times for all children, whatever their age and interests. As a result, there is a very calm and relaxed atmosphere and children make informed choices appropriate to their daily individual needs. Children say that they enjoy their time at the club and particularly like talking to their friends and playing outside. They comment on the friendliness of staff and like the fact that there is always plenty to do at their club.

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

The club provides a relaxed and informal environment where children happily spend time with their friends before and after their day at school. Secure relationships with parents and the school ensure detailed information about children's care needs is shared. Some children attend both this club and another setting run by the same provider and staff carefully consider their welfare and emotional needs. These children are assigned a key person who works at both settings and knows them well. She confidently describes what

her key children like and need and she plans experiences that reflect this information. Consequently, children are confident to explore, try out new things and to express their thoughts and emotions.

Children show good levels of independence and make lots of self-chosen decisions regarding their play and learning. They are consulted about the resources and experiences that they would like and are confident to ask for resources that they cannot see or reach. Children's behaviour is managed effectively by the staff team. Staff successfully foster a culture of respect and ensure that children are clear about the club rules and their behaviour expectations. Older children explain how they must be sensitive to the needs of the younger ones and staff cleverly use small group activities to teach children to take turns and share. Any unacceptable behaviour from children is swiftly challenged and positively managed by staff. Children learn about the consequences of their actions and staff help them to understand the needs and viewpoints of others. As a result, minor conflicts are promptly resolved and there is a very calm and friendly atmosphere in the club.

Children show by their actions that they understand about the need for safe and sensible practices. For example, they let a member of staff know if they wish to leave the room to visit the toilet and they know why they must sit while eating or drinking. In addition, children regularly participate in emergency evacuation drills and this means that they know how to get out of the premises quickly and safely. Children's ongoing good health is promoted well. They competently follow good hygiene routines and manage their personal care needs with ease. Food provided for the children is healthy and nutritious and mealtimes are thoughtfully organised to encourage children's independence and social skills. Staff sit with the children and encourage conversation, turn-taking and good manners. Menus are discussed with children and shared with parents. Consequently, children's individual dietary needs and preferences are known and respected. Children enjoy regular opportunities for outside play and learn about the impact of exercise on their health and bodies. They know that they need to wear sun cream in the summer months and staff encourage them to drink on a regular basis, so they do not become dehydrated.

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

The owners and their staff team have a secure understanding of the Early Years Foundation Stage. They are fully aware of their individual and collective roles and responsibilities and child safety and welfare are afforded a high priority. Rigorous recruitment procedures are followed by the owners and children are not left unsupervised with persons who have not been appropriately vetted. Staff show a good understanding of child protection. They understand the signs and symptoms that may indicate abuse and know what to do in the event of any concerns. The club safeguarding policy includes all required information and is shared with all staff and parents. Also, all required documentation is effectively maintained and understood. As a result, children's safety and welfare are effectively promoted.

Reflective practice is an integral part of the daily routine. The owners and staff are

constantly considering whether the environment, their practice and experiences for children can be improved. The management team ensure that experiences planned and provided for children are fun and effectively complement their learning elsewhere. Policies and procedures are regularly reviewed. Also the Ofsted self-evaluation form is successfully used to help identify strengths and priorities for improvement. The owners and staff welcome the views of parents and regularly meet with other professionals to exchange ideas and share examples of best practice. Children are often asked to identify any additional resources they would like to see at club and they suggest some activity ideas. Nonetheless, there is scope to develop even better ways of gathering their views, so they can be even more involved in decisions about matters that directly affect them. The owners and their staff team demonstrate a positive attitude towards their continuous professional development. They relate how training has made them more aware of the impact of their practice on children's education and welfare. For example, they explain how training has raised their awareness of positive behaviour management strategies and led them to review and improve safety and security arrangements. As a result, children's safety and welfare are effectively promoted and staff are motivated to develop their practice and attend further training.

Staff recognise the importance of working in partnership with parents and other early years professionals. Notices, newsletters and regular verbal communication are used to ensure that important information is shared between staff and parents. Club staff maintain good links with the schools children attend and ensure any messages are passed onto parents. Staff from the club regularly talk to school staff about forthcoming events, topics being covered and children's progress. Subsequently, this information is effectively used to inform discussions with the children and to plan their experiences at the club. Consequently, there is a shared approach to promoting children's welfare and learning and children experience consistency and continuity of care. Parents spoken to during the inspection, rate the setting highly. They praise the calm and welcoming atmosphere at the club and value the friendly and consistent staff team. Comments from parents include, 'the kids come first', 'my child loves it here' and 'I know they are safe and happy'.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY290077
Local authority	Worcestershire
Inspection number	872892
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	35
Name of provider	Castle Nursery Ltd
Date of previous inspection	20/10/2008
Telephone number	07738041749

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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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