

Tetbury Sports and Leisure Centre

Sir William Romneys School, Lowfield Road, TETBURY, Gloucestershire, GL8 8AE

Inspection date	17/06/2014
Previous inspection date	Not Applicable

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		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

- Staff work well as a team to engage and interest children in the activities available.
- Staff provide a relaxed atmosphere that enables children of different ages to play and develop well together.
- The staff's use of the spacious premises with good quality resources stimulates children's confidence in having ownership over their own play and learning.
- Strong links with parents enable staff to share information about the children and their activities at home and in the club.

It is not yet outstanding because

- At the after school club, new children are not fully encouraged to make and express their play preferences and make choices of resources.

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 base hall.
- The inspector had discussions with the manager and talked with staff and children.
- The inspector undertook a joint observation with the manager of role play indoors.
The inspector sampled a range of documentation, including the self-evaluation form and improvement plan, children's records, planning, safeguarding procedures and policies.
- The inspector took into account the views of a parent through discussion.

Inspector
Angela Cole

Full report

Information about the setting

SWR Leisure Out of School Club opened in 1994 and re-registered in 2013 as a limited company. It provides after school and holiday care and operates from SWR Leisure in the town of Tetbury, Gloucestershire. The premises consist of the main sports hall, toilet and kitchen facilities. Children use the Sir William Romney's School main hall and playing field on the same site. The club opens each weekday, except for one week at Christmas and bank holidays. Opening hours are from 3pm to 6pm during school terms and from 8am until 6pm during all school holidays. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 200 children on roll from four to fourteen years, including seven in the early years age range. There are seven members of staff working with children, of whom four hold a playwork qualification. There is one member of staff working towards a recognised qualification.

What the setting needs to do to improve further

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

- increase children's opportunity to make and express choices, for example by providing pictures or objects representing options.

Inspection judgements

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

Children enjoy their time at the club and have fun in the company of the staff and children of different ages. The staff's cheerful and accommodating approach enables children, whatever their needs, to feel welcome at the club and recognised as individuals. The key person for children in the early years researches children's starting points and achievements through observing their play and talking with their parents and teachers. She and the other staff use this knowledge to secure timely interventions and support, based on a strong knowledge of children and their backgrounds. Children freely choose and select their own resources to play with either indoors or outdoors. Therefore, the planning always includes suggestions that children make to build upon their interests and ideas. The key person makes perceptive notes to focus on children's play responses and is well aware of how often they attend. She plans a good range of possible activities for each child to promote their development across all areas of learning in the Early Years Foundation Stage.

Staff focus strongly on supporting children's personal, social and emotional development. Children benefit from the staff's secure support for them to gain confidence and self-esteem. Consequently, children focus intently on their chosen activities to cooperate and concentrate for considerable periods of time. They respond to and join group activities, for

example to play pool and present puppet plays. Staff extend children's vocabulary well and develop their ability to express their ideas. Children talk freely to staff and older children, for example pointing out English flags in houses on the way to the club and discussing their birth dates and events at home. In role-play situations, they use their imaginations and negotiate their parts. For example, they decide to go round with the book trolley, 'selling' books to 'raise' money for an animal charity, showing their thinking of others.

Staff foster children's physical development well. Children build dens with small soft play blocks and crawl inside with older children, who read them stories. They go on nature walks around the school field and visit a field with llamas. They practise their early literacy skills as they draw and write about things they have seen. Staff respond to children's interest in mathematics, encouraging them to play counting and number recognition games when they wish. These activities complement learning in school where children spend more time.

Children show pride in their work and staff respond enthusiastically, including when children explore a range of crafts and create models. The adults are very relaxed, while being vigilant in case children need attention or encouragement. They know how to support children on their own or to draw them into a group. Staff observe children very closely, especially when children are new to the club so they are well aware about how they respond to interactions. As a result, staff offer children helpful levels of attention and activities that meet their personal and play needs. Consequently, children acquire the skills and attitudes to most effectively support their next stages of learning.

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

Staff provide effective settling-in procedures so that children are confident to attend the club. Consistency of the core staff team and regular holiday club staff helps all children to form secure emotional attachments. Staff know regular children and their backgrounds well and work effectively to get to know those who are new to the club. Staff support children and their families strongly with a caring, affectionate approach that helps them to develop trusting relationships. As a result, all children progress quickly and feel safe at the club. Staff follow well-established care practices that enable children to be happy and enjoy what they do. Children display a good awareness of taking responsibility for the safety of themselves and others. On the walks from school, they demonstrate a good understanding of road safety and follow instructions immediately. They move around calmly and safely in the spacious hall.

Staff offer effective support for children to understand the consistent expectations for behaviour and to play well together. As a result, older children care for younger ones and willingly include them in their play. Staff are good role models so that children respect others and are polite. Children share equipment amicably and take turns to play a variety of games. They choose from a range of good quality resources and play materials that cover the areas of learning well. Staff make resources available to encourage children's confidence and self-motivation as they make decisions about the equipment they wish to

play with. The manager shows new children how the club stores sorted toys and equipment on trolleys and all of these are set out during holiday clubs. However, during after school club sessions, new children cannot always access the full range of resources, or communicate their preferences.

Staff enable children to gain a good understanding about healthy lifestyles. Staff encourage children sensitively to follow personal hygiene routines without help. They support children to be independent in familiar routines. For example, children serve themselves with drinks whenever they are thirsty. Staff offer a variety of nutritious snack foods, including fruit, so that children make healthy choices and appreciate the occasional 'treat'. The management encourages parents to send healthy packed lunches and to advise their children to choose healthy options from foods on sale at the leisure centre. Staff accompany children when they choose to play outdoors in the fresh air for long or short periods. Children enjoy experimenting with different ways of moving as they join in energetic games of football and roller blade skating. Children become proficient at handling tools, for example when drawing and writing. Staff enable children to calmly and efficiently manage their outdoor clothing and belongings. As a result, children increase in self-esteem and independence to manage changes confidently.

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

The club is well organised as the experienced manager effectively understands and implements the safeguarding and welfare requirements of the Early Years Foundation Stage. Employment procedures are robust and include established practices to review regularly the adults' suitability to be with children. The management uses supervision and appraisal well to support staff members to train further to improve their knowledge and skills. As a result, staff are well equipped for their roles working with children. The management is careful to meet the required staffing ratios so that adults are available to play and talk with children as needed. All staff receive first aid and child protection training, while the designated adult for child protection has attended specialised safeguarding and safer recruitment courses. This approach means that staff demonstrate a strong knowledge of child protection procedures, including how to respond if they have a concern about a child. The health and safety officer checks that the spacious premises are made safe and staff supervise children closely in and out of doors. The provider and staff implement detailed programmes of risk assessment for the premises and outings in order to minimise risks for children. All necessary records and documentation are in place and effectively maintained.

Through previous work in a variety of childcare settings, the manager has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She assesses and monitors each child's responses and development effectively. She and her staff reflect thoughtfully on the provision for children in daily conversation and recorded self-evaluation to secure ongoing improvement. They value the opinions of children and parents to help identify areas for development. For example, the provider continues to fund training for staff and the management has plans to seek the

families' views on how the club should look in the future.

Staff have a good knowledge and understanding of the importance of partnership working. The club gains permission to share information about each child with their school setting. As staff work at both venues, the club has effective links with children's reception teachers to exchange information about children for continuity of their care. The manager is used to liaising with other professionals and has good strategies in place to support any children with additional needs. Parents speak well of the club and feel closely involved in their children's care and out-of-school play. They have good knowledge of the activities their children enjoy and often come into the club where they see the resources on offer. Parents say that their children love coming to this friendly club where they have lots of space to play and look forward to playing with their friends.

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	EY470651
Local authority	Gloucestershire
Inspection number	948835
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	50
Number of children on roll	7
Name of provider	Sir William Romney's School
Date of previous inspection	not applicable
Telephone number	01666502378

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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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M1 2WD

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