

Seely Out Of School Club

Seely Junior School, Perry Road, Sherwood, NOTTINGHAM, NG5 3AE

Inspection date

26/06/2014

Previous inspection date

25/03/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy in the setting because they are settled and are familiar with the environment and routine.
- Children behave well, are aware of the club's boundaries and routines. They work cooperatively with each other and adults as they undertake tasks.
- Practitioners have a sound understanding of safeguarding issues and the steps to take if they are concerned about children's welfare.

It is not yet good because

- Children in the early years age group have not had a key person assigned to them. This means that their individual needs are not consistently met through personalised provision, development and support, which also includes parents.
- Assessment is not fully monitored to ensure that it is consistent and precise. Not all practitioners have an accurate understanding of children's starting points, skills, abilities and progress.
- The partnerships that are in place with schools do not always effectively promote information sharing to ensure learning can be consistently consolidated and extended effectively.

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 main play room and the outdoor area.
- The inspector spoke with the manager, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at planning documentation, and a selection of policies and risk assessments.
- The inspector checked evidence of suitability and qualification of practitioners working with children and the provider/manager's self-evaluation form.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Jane Rushby

Full report

Information about the setting

Seely Out of School Club opened in 1999 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from rooms in Seely Junior School, Nottingham. The club has access to a main play room as well as a kitchen, large hall, toilets and outdoor play area. The club serves families in the local area. It is registered to provide 30 places for children aged from three years to under eight years and accepts children from the age of four to 11 years. There are 89 children on roll. Children attend a variety of sessions each week. The club opens five days a week, Monday to Friday, offering before and after school care, during school term times. Sessions last from 7.30am to 8.50pm and from 3.30pm to 6pm. A holiday club is also provided which is open Monday to Friday from 8.am until 6pm, during most school holidays. Seven practitioners work with the children, of these, five hold appropriate qualifications in childcare. There is access for children and adults who have mobility difficulties or disabilities. The setting supports children with special educational needs and/or disabilities and those who have English as an additional language. The club is part of extended schools provision for children attending the infant and junior school on the same site and also takes children from other schools.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- implement a key-person system to ensure that effective, targeted strategies and interventions are in place to support and evaluate children's learning and to meet the individual needs of children and support their parents
- monitor children's assessment to ensure that the experiences provided for early years children meet their needs by taking into account their stage of development and individual requirements.

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

- develop partnerships with schools that children attend further by exchanging information about children's learning and individual needs more effectively to ensure learning can be consistently consolidated and extended.

Inspection judgements

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

Practitioners are welcoming and children have the opportunity to independently explore activities and experiences of their choosing. The atmosphere within the club is lively and happy. Children clearly have fun with activities provided and are keen to join in. They are happy and grow in self-assurance because they receive a good range of experiences and develop positive relationships with the practitioners. There is a balance between adult-led and child-initiated activities and children make independent choices about which activity to take part in and whom they play with. Consequently, children enjoy their time at the club. Practitioners within the setting have a suitable knowledge and understanding of the Early Years Foundation Stage and of how children learn. However, teaching requires improvement to ensure children are fully supported in their learning and development. This is because practitioners do not obtain all relevant information from teaching staff of the schools where children attend to support the next steps in their learning. As a result, activities that are planned and provided at the setting do not effectively support and complement what children are learning in school. However, practitioners gather relevant information about children's interests from parents when children start attending the setting. This enables them to provide activities that children enjoy and to help them settle, including children who have additional needs or who speak English as an additional language.

Children talk regularly and confidently with practitioners and each other and are happy and settled. Practitioners skilfully interact with children, because they value their comments and contributions and extend their ideas by using open-ended questioning, which promotes their critical thinking. Children freely move toys from one area to another as they develop their imaginative play. They enjoy playing outdoors, where they develop their physical skills and have plenty of exercise. Practitioners provide sensitive support to children when they learn new skills, knowing when to engage and when to let children try for themselves. For example, they helped children well when they played with the large skipping rope and gradually withdrew their support when children were confident to manage turning the rope by themselves. Children receive praise and encouragement from the practitioners, which promotes their confidence and desire to persevere with tasks and to attempt new ones. Children also develop their imaginative skill outdoors as they use footballs as dinosaur eggs and carry them round pretending to be the mummy dinosaur. Children are articulate and practitioners and children talk well together throughout the session.

Children are happy in the club atmosphere and look forward to coming. They clearly have fun with the activities that the practitioners provide and they are eager to play. Practitioners are good role models and as a result, children are well behaved and show respect for their friends, practitioners and their environment. Practitioners develop very good relationships with parents who are also very complimentary about the club. For example, one parent states; "I am really happy with the club my child has been attending since they were four years old. I get good feedback from practitioners. Practitioners are always happy and friendly. There are lots of varied activities for children to access.

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

Children enter the club happily and engage in their play immediately. They have developed close relationships with practitioners and they are confident in their company. However, a key-person system has not been implemented to support children as they settle into the routine of the club and to ensure that their ongoing well-being is effectively met. Parents, therefore, do not have a named person they can talk to should they have any concerns about their child's development or support they may require. The children refer to staff by name and are secure in asking for help. Practitioners are welcoming and demonstrate caring relationships with the children. Parents comment on how well their children have settled into the club and how much they enjoy attending. There are a wide range of activities and toys available during the sessions, which means the children's interests, are met.

The environment is generally well organised enabling children to choose resources and what they wish to play with. Children behave well and are aware of the club's boundaries and routines. They cooperate well during play, for example, they demonstrate skills at negotiating turns fairly when playing board games. Children are given lots of positive praise and recognition for their efforts and achievements, ensuring they are emotionally secure. For example, children are praised for sharing and taking turns so well. Children are aware of their own safety and mindful of the safety of others, because they receive clear and consistent guidance from practitioners. For example, practitioners support children's understanding of safety issues, such as fire safety, through practising regular fire evacuation drills.

Children are aware of and have a suitable understanding of their own personal care. They independently wash their hands before eating and after using the bathroom without any prompt from practitioners. A clean, well-maintained environment and daily risk assessments of the premises and resources help to ensure children's safety in the setting. Opportunities to engage in physical activities support children's physical development and help to promote their health and well-being. Children's knowledge and understanding of how to stay safe is enhanced as they follow the safety rules, such as when they walk from school to the setting. Children have opportunities for quieter periods, using the sofa where they can relax, read and chat with their friends. They are offered a snack on arrival to the club, which they clearly enjoy. Snacks promote healthy eating and supplement main meals so that children do not become hungry. For example, they are offered cheese and crackers, bread sticks, rice cakes, cucumber sticks, grapes, bananas, apples and oranges. Practitioners use this opportunity to discuss healthy eating with the children to support their understanding of how to make healthy choices. Children serve themselves using tongs and pouring their own drinks to further enhance their self-care skills. Drinks are freely available throughout the session to keep children hydrated.

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

Practitioners have a clear understanding of safeguarding children in relation to child protection issues. They attend regular training on safeguarding and are aware of their responsibility to report any concerns. The arrangements for safeguarding children are effective and all practitioners have had their suitability to work with children checked. Practitioners hold current first-aid and food-hygiene qualifications. Policies are effective and these are shared with parents. Accident records are suitably maintained and, daily risk assessments help to ensure the environment and resources are safe for children. Children are safely escorted to the club from their classrooms. This means children's welfare is suitably promoted.

A supervision and appraisal system is in place which enables the manager to monitor and assess practitioners practice and performance. This ensures practitioners continue to develop their skills and use these well to promote children's learning and development. Most recommendations from the previous inspection have been appropriately addressed. However, making improvements to the monitoring of children's assessment has not been fully addressed. This does not ensure that children make consistent progress by taking account of their individual age and stage of development. This weakness, along with the absence of a key-person system means that not all the requirements of the Early Years Foundation Stage are met. However, through evaluation of their practice, management and practitioners identify their strengths and acknowledge that there are areas of development that are still to be implemented.

Practitioners are deployed appropriately so the children gain effective interactions and use of the whole provision. The club has developed a good relationship with the school. Regular exchanges of information between the practitioners and the teaching staff of the school where the children attend, promote their welfare and well-being. However, it is not fully effective in promoting high levels of consistency with their learning and development across both settings. Positive relationships with parents have been established. Practitioners exchange information with parents and carers on a daily basis around the care of their children and they pass on any information from school, ensuring parents are kept fully informed. Parents speak of their appreciation of the setting and how well practitioners accommodate theirs and their children's needs. Parents also comment on how their children enjoy their time at the setting.

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	254550
Local authority	Nottingham City
Inspection number	818475
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	89
Name of provider	Seely Out Of School Club Committee
Date of previous inspection	25/03/2009
Telephone number	0115 9521997

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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
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M1 2WD

T: 0300 123 4234
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