

Tree House Out of School Club CIC

High Oakham Primary School, Nottingham Road, MANSFIELD, Nottinghamshire, NG18 4SH

Inspection date	02/07/2014
Previous inspection date	22/11/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Practitioners have a secure understanding of their roles and responsibilities and follow effective procedures to protect children because they complete regular child protection training. As a result, children are effectively safeguarded.
- The key-person system and partnerships with parents are well embedded. As a result, children receive the necessary support which promotes their confidence, independence and self-esteem.
- Relevant information about children's learning and development is shared with the host school, so practitioners have clear information on which to base their future planning and to build on what children are learning in school which is supported by quality teaching.

It is not yet outstanding because

- There is scope to encourage children to be more actively involved in taking responsibility of the resources at the club by encouraging them to be more independent by helping tidy away after snack time.
- The way in which some of the already good activities and resources are presented is not always maximised to ensure the youngest of children have enticing areas to explore, investigate and further enhance their well-being.

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 spoke with the manager, practitioners and interacted with the children at appropriate times throughout the inspection.
- The inspector took account of the views of parents as discussed with them during the inspection.
- The inspector discussed observations of activities with the manager throughout the inspection.
- The inspector sampled a selection of documentation, including practitioners' qualifications and suitability checks, documents relating to children's welfare and learning, medication records and written policies and procedures.

Inspector

Judith Rayner

Full report

Information about the setting

Tree House Out of School Club CIC was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises on the High Oakham Primary School site in Mansfield, North Nottinghamshire, and is one of two privately managed clubs. The club serves the host school and local area and is accessible to all children. There is an enclosed area available for outdoor play consisting of grass and hard court areas. The club employs six core members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, one at level 4 and one has a childcare degree at level 6. The club opens during term time, Monday to Friday. Sessions are from 7.30am to 8.55am and from 3.15pm to 6pm. During holiday periods, the club operates from 8am to 6pm, Monday to Friday, except during the Christmas holiday period. Children attend for a variety of sessions. There are currently 234 children on roll and of these, nine are in the early years age group. The club supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- encourage children to be more actively involved in taking responsibility in the club, for example, as they help to tidy away after snack time and take care of the resources
- maximise the way in which the already good activities and resources are presented to further enhance opportunities for younger children to independently relax, explore and investigate.

Inspection judgements

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

The manager is a positive role model and has a good understanding of child development. She effectively oversees practitioners and together they successfully implement good teaching skills in practice. Practitioners understand the importance of having a balance of child-initiated and adult-led activities. Close links are well established with the host school, which enables practitioners to plan effectively and offer a good range of activities for all children. Practitioners successfully observe children in their play and effectively track their progress. Children's progress is recorded in their individual development files, which are also regularly shared with parents. Photographs, mark-making and artwork is also used to colourfully present evidence of children's progress across the seven areas of learning. This keeps parents informed of their child's progress and offers further ideas to continue to

support their child's learning at home. Discussions are held with parents when the child first starts, helping practitioners settle and support children in their learning and development. Teachers and parents are informed of any emerging issues or concerns. This ensures that children's learning needs are swiftly identified, allowing practitioners to plan more purposeful activities to support children in their progress. As a result, all children, including children with special educational needs and/or disabilities, continue to make good progress. This effectively complements the learning that takes place in school.

Children confidently arrive at the club and settle quickly. They are familiar with the routine, such as preparing for their snack. Good conversations are held between children, reinforcing the already secure friendships from school. Practitioners sit with children and ask open-ended questions, engaging children to share what they have done at school and where they have been on holiday. Children show good levels of language skills while talking about their favourite flavoured ice cream which they had on holiday. Children's social skills are enhanced well because practitioners teach children to respect others and acknowledge their help. For example, children say 'please' and 'thank you' when they are handed both their main meal and pudding. Practitioners help children to be confident and independent. For example, they encourage children to make their own choices in their play, such as, choosing to play inside or outdoors and attend to their own toileting needs.

Children thoroughly enjoy exercising in the fresh air and further develop their large muscle skills. They particularly enjoy playing team games. For example, children play football kicking the ball between their team players with ease and confidence. They shout out to one another, following and giving instructions happily as they enhance their already good language skills. Furthermore, other children line up and take turns attempting to throw balls in basketball hoops. They help one another by praising each other and guiding each other to who goes next. Practitioners join in, offering good support, physically and verbally, to help the youngest and least able of children throw the ball into the net. Practitioners praise children on their attempts and achievements which encourages children to keep trying and have a go. Activities inside help children develop their mathematical skills, such as construction building with various sized bricks. Mark-making activities also support children to form and recognise key letters, such as the letters of their name. This supports children's already good literacy skills and offers links to meeting their targets set by the teachers from the host school.

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

A welcoming and mostly stimulating environment is presented to all children, parents and visitors. Inside, toys are safe, stimulating and presented attractively. However, some of the already good activities and resources presented are not always maximised to ensure the youngest of children always have enticing areas to explore, investigate and further enhance their well-being. For example, there are fewer areas created and designated for younger children to relax and play. Outside, children access balls, ride-on toys and use areas to run around which supports their physical skills. Children show good levels of independence and making choices, such as choosing to play inside or outdoors. Most children choose to play outside with their friends as they play ball games, such as football and shooting balls in nets. This is a daily occurrence because practitioners understand the

benefits for children and implement this in the daily activity plans and also support children's interests. As a result, children learn the benefits of fresh air while exercising.

Children's health is effectively promoted because practitioners are good role models. They help children learn about keeping healthy through daily tasks and activities. For example, children are learning about the importance of washing their hands to stop germs from spreading before they eat. They enjoy healthy snacks of pasta, cheese and meat replacement bolognaise while sitting well at the table as they further enhance their social and language skills. Children learn about their own safety because practitioners monitor and carefully remind them about not pushing to get the footballs as this could hurt their friends should they fall over. Children generally help tidy away after snack time by placing their finished plates in bowls for practitioners to wash up. However, this practice does not maximise opportunities for children to take on more responsibility by helping to wash their own plates and clear the tables, while taking care of resources at the club.

The key-person system works well, ensuring children have appropriate time to settle and then move on to their next stage in their learning smoothly. For example, practitioners share relevant information about the child, such as their current targets for the next steps in their learning with teachers of the host school. Children receive the necessary support for supporting their individual needs. This is because practitioners understand and value the importance of involving parents from the start and continually liaise with the teachers. This contributes well to providing appropriate all-round care for all children. Practitioners are kind and caring and treat each child with respect and uniqueness. Children benefit from the good strategies used to manage a range of behaviours. For example, practitioners ring musical bells to gain children's attention in preparation for games, rotating the opportunity for each group of children to have first choice of activity. Children show good levels of confidence and are familiar with, and adhere to, the boundaries and expectations positively set by practitioners. As a result, children are happy and settled in the club. Their behaviour and self-esteem are good.

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

Children are effectively safeguarded. This is because practitioners complete regular child protection training and have a secure understanding of their roles and responsibilities and know how to follow effective procedures to protect children. Practitioners are also familiar with the written policy and procedure and confident to make a referral and notify the regulatory body of this. The designated person for protecting children is knowledgeable and has a clear understanding of their role and responsibility to support practitioners in safeguarding children. Children are closely supervised and all risk assessments for inside, outdoors and for outings are thorough, promoting children's overall safety. For example, practitioners use walkie-talkies to communicate with one another. This ensures that adult-to-child ratios are met and that practitioners are deployed effectively to support children. Children are successfully tracked and remain safe when moving between areas, such as from inside to outside. Well-written policies and procedures are in place and accessible for practitioners to view. These include a good range of information, such as whistleblowing procedures and covering the use of mobile phones and cameras in the setting. The

manager oversees all records regarding risk assessments, enabling her to track any emerging patterns. Furthermore, the manager and team of practitioners work well together and take action if necessary to ensure children's safety is maximised.

Secure systems are in place for ensuring all practitioners working with children are suitable to do so. For example, all practitioners have completed Disclosure and Barring Service checks. A good range of written policies, procedures and records successfully underpin the running of the service that the club provides. For example, medication records in place are robust and cover all aspects of administration. Parents' signatures are obtained on the day for pre- and post-administration of medication. This ensures that parents are kept updated and agree with all medicines that are administered to their child. Furthermore, all children's personal records are completed effectively to ensure that practitioners clearly understand who has parental responsibility. The manager has a good understanding of the importance of overseeing all records as a way of monitoring practice. The manager has a good understanding of reflecting on the service that is offered and takes action to improve the safety and learning outcomes for children. The actions and recommendations made at the last inspection have been successfully addressed. For example, regular supervision identifies practitioners' training needs and monitors their suitability effectively. This ensures that a quality workforce is maintained and that the club offers an effective service to children and their families. Furthermore, this also ensures that practitioners are fully supported in their roles and responsibilities in meeting the requirements of the Early Years Foundation Stage. The manager monitors the educational programmes by observing play and discussing this further with practitioners. She also ensures that communication between the club and the host school is effective in identifying and promoting children's all-round learning. This ensures all children receive a good balanced range of play and experiences at the club so that they continue to make good progress.

Partnerships with parents and other professionals are good. Children receive the necessary support because practitioners understand and value the importance of sensitively working with parents and involving them in their child's learning. Parents state that they are happy with the service that is provided and that information is shared well about their child. For example, practitioners talk to parents about how the child has been, how well they have settled and what they have played with during their time at the club. A good range of information is displayed around the club, helping parents with childcare issues. Information about the seven areas of learning and how activities enhance children's all-round development is also presented attractively, supporting parents in understanding various ways to help children learn through play. Practitioners link with teachers to build upon children's individual learning so that they are able to implement appropriate activities to enhance children's progress in their learning and development. They also speak to the host school about children's care needs and take steps to use this information to promote children's well-being. Positive partnerships are established with professionals who support children with special educational needs and/or disabilities. This ensures that practitioners meet the ongoing and changing needs of children, and parents' working patterns, when this is required.

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	EY442928
Local authority	Nottinghamshire
Inspection number	976221
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	234
Name of provider	Tree House Out of School Club CIC
Date of previous inspection	22/11/2013
Telephone number	01623 420200

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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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