

The Squirrels Out of School Clubs

Ham Dingle Primary School, Old Ham Lane, STOURBRIDGE, West Midlands, DY9 0UN

Inspection date

07/07/2014

Previous inspection date

23/11/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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 and enjoy their time at the setting because they are familiar with the routine and because they have formed good relationships with staff.
- Partnerships with the school and parents are strong and information about children's individual needs is routinely shared to ensure that children are provided with consistent care.
- Staff are friendly and welcoming, as a result children openly share information about their school day and settle quickly when they arrive.

It is not yet good because

- The provider has not ensured that some legally required information about staff is available for inspection to clearly verify qualifications and the recruitment procedures. Consequently, the way that children's welfare and safety is promoted is unclear.
- Performance management systems have not been effectively established. As a result, staff do not have opportunity to receive coaching, training or have confidential discussion that promotes their professional development.
- Children are not always encouraged by staff to engage more actively in the wider range of games and activities that are provided to extend their enjoyment and ongoing learning.

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 all indoor areas used by children and the outdoor play areas.
- The inspector spoke to staff and children throughout the inspection.
- The inspector looked at a sample of children's records, procedures and policies relating to children's welfare, health and safety.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Julia Galloway

Full report

Information about the setting

The Squirrels Out of School Clubs was registered in 2011 on the Early Years Register and the compulsory and voluntary part of the Childcare Register. It operates from two areas and an outdoor play area within a primary school in Stourbridge, West Midlands. The setting is accessible to all children and has strong links with the school. The setting opens daily during school term time from 3.30pm to 5.45pm. Children are able to attend for a variety of sessions. There are currently 43 children on role, of whom four are in the early years age range. The club employs four members of childcare staff who all hold appropriate early years qualifications. The club receives support from the local authority.

What the setting needs to do to improve further

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

- ensure that records are easily accessible and available for inspection, with regard to staff records including staff recruitment, and qualifications
- implement an effective system of performance management to support staff with their ongoing professional development by providing opportunities for them to reflect on practice, receive coaching and training, discuss individual children's needs or progress and promote opportunities for confidential discussion.

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

- encourage all children to engage in a wide range of activities so that opportunities to support their ongoing learning and enjoyment are maximised.

Inspection judgements

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

Generally, children are happy and they settle quickly together around a large table when they arrive. Staff provide a range of activities and experiences for children to take part in during their time at the setting. The available materials and resources stimulate children's independent learning because they make choices about what they would like to do. Consequently, they are interested in what they are doing and most children become absorbed in play that supports their overall learning and development. For example, they enjoy making pictures using small beads. This supports their creative and physical development because they take great care to ensure that they make an image that is accurate. Although staff sit with children during planned activities, they do not always encourage children to engage in more of the activities on offer. For example, some

children spend the majority of their time during the session playing on a games console. This does not ensure that they join in with activities to fully extend their learning and enjoyment.

A key-person system has been established and staff show awareness that children in the early years age range require different support to ensure that their needs are met. Good relationships between children and staff are evident and staff clearly know children well. This is helped greatly because most of the staff working in the setting also work at the school where children attend. This means that they are aware of any events or topics that children are learning about and they plan activities to complement this. The key person carries out some short observations about what children have been doing at the setting and identified next steps are taken into account when planning. This shows that staff have the necessary skills and understanding of the learning and development requirements of the Early Years Foundation stage to enable them to plan complementary activities that supports children's all-round development.

Good relationships between staff and parents are evident because they routinely share information about children. Staff are aware of children's routines or interests outside the setting and support them to get ready for these activities in preparation for their parents collecting them. The transition from school is managed well because staff directly collect all children from their classrooms. This means that information can be passed from school staff to ensure that children get any attention or specific support that they might need. Staff then ensure that this information is also shared with parents.

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

Children enjoy their time at the setting because they are familiar with the routine and have formed good relationships with staff. However, not all of the required documentation was available on the day of inspection to guarantee that all necessary steps have been taken to children's well-being and safety. For example, records of suitability and qualifications of staff are not on site for inspection. Nonetheless, parents comment that 'communication is good' between the staff and parents. As a result, children receive consistency and continuity of care because staff, parents and the school discuss individual needs as required. In addition, relationships between children and staff are good and the key-person system ensures that children have an adult who knows them well. Children who join in with activities that are led or supervised by staff, benefit from lots of encouragement and praise. Children receive praise and acknowledgement of their behaviour and achievements from staff. For example, when two children play a game at a basketball hoop a member of staff reminds them to take turns and celebrates with them when they successfully achieve their goal. This helps foster a positive environment where children's emotional well-being is assured.

Children benefit from a generally calm and supportive atmosphere where they are listened to and cared about. Children show increasing levels of independence. They manage their own personal care needs and help to prepare their own snack by applying their own toppings onto toast. They also take responsibility for helping to pack away the plates and cups when snack time has finished. The setting supports children to lead a healthy lifestyle

by providing healthy food choices and ensuring that children regularly play outside. Staff plan activities that encourage children to eat food, such as fruit and vegetable. For example, children make 'fruit cocktails' by mixing a variety of juices that have been provided and they are enthusiastic about trying them. Children also have opportunities to take part in activities that challenge them physically by using a variety of large play apparatus outside. The setting records any accidents and parents are asked to sign to say that they have been informed. Any required medication is stored in the school medical room and its administration is recorded each time it is given and parents sign to confirm this.

Older and younger children play well together and staff ensure that activities are provided to meet their different needs. Children show that they are familiar and comfortable with the daily routine because they move from one area of the school to another, with ease after they have had their snack. Children listen and respond to instructions from staff and they line up and move together safely as a group. Likewise, children make sure that they tell staff before going to the toilet or outside, which means that staff can provide appropriate levels of supervision as required. Children use school facilities and good partnerships between the school and the setting leaders; mean that children have extended access to a wide range of equipment and resources. As a result, they are happily engaged in activities during their time at the setting.

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

Overall, leadership and management are effective in ensuring that children are happy and their well-being is considered. The provider confirms that all staff working with children have undergone Disclosure and Barring Service checks. However, the provider has not ensured that all requirements of the Early Years Foundation Stage are met. On the day of the inspection, staff records were not on site for inspection and to verify that the recruitment procedures are robust in assuring staff suitability. Consequently, the way in which children's welfare and safety is consistently promoted is unclear. The provider has a team approach to staff development and performance management. As a result, there are limited opportunities for coaching and confidential discussions to support individual staff development in order to identify where practice requires improvement.

Regular discussions between setting staff and children's teachers means that staff have good quality information about children's development and learning. However, the lack of a system to monitor staff practice and the impact that this has on children's learning, means that staff do not always identify when they need to encourage children to try a wider range of activities. Nevertheless, children are happy and they play well together during the session.

Partnerships with parents are embedded and parents spoken to on day of inspection speak positively about the setting. Parents' views are sought through the use of questionnaires which specifically ask them to identify any areas for improvement. Likewise, children's views are also sought which strengthens the system for self-evaluation.

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	EY427057
Local authority	Dudley
Inspection number	852736
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	43
Name of provider	Helen Jones
Date of previous inspection	23/11/2011
Telephone number	01384818965

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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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