

Little Gems Kids Club

Sidemoor New First School, Perryfields Road, BROMSGROVE, Worcestershire, B61 8QN

Inspection date	08/07/2014
Previous inspection date	14/07/2011

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

- Children are encouraged to make choices from a good range of age-appropriate toys and resources. They respond positively to a wide range of activities. As a consequence, children make good progress in their learning through play.
- Effective partnerships with parents and a well-established key-person system helps children form warm and secure attachments, promoting their well-being and independence.
- Children develop good communication and language skills because staff interact effectively with them as they play.
- Children are well safeguarded due to robust recruitment and vetting procedures and staff's understanding of their roles and responsibilities for child protection.
- Monitoring and self-evaluation are effective in maintaining continuous improvement in the provision.

It is not yet outstanding because

- There is room to strengthen the already good links with the school, so that children's learning and development are better complemented.
- Staff do not always arrange an inviting space where children can relax or take part in quiet activities.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the staff engaging in a range of indoor and outdoor learning activities.
- The inspector held discussions with the provider, manager and staff.
The inspector looked at documentation, including a selection of policies and procedures, evidence of staff suitability and qualifications, and the children's learning records.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector conducted a joint observation with the provider.

Inspector

Amanda Tompkin

Full report

Information about the setting

Little Gems Kids Club was registered in 2010 on the Early Years Register and the compulsory part of the Childcare Register. The club operates from a hall and a classroom situated in Sidemoor First School in Bromsgrove. The club opens Monday to Friday during the school term time from 8am until 9am and from 3.15pm until 6pm. The out of school club forms part of three settings run by the same provider with one of these clubs offering holiday care provision during school holidays. The club employs four staff, of whom three hold appropriate playwork or early years qualifications. There are 30 children on roll, of whom five are in the early years age range.

What the setting needs to do to improve further

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

- build upon the already good links with the school to further complement children's learning and development on a day-to-day basis

- organise space and relevant resources for children, who wish to relax and take part in quiet activities.

Inspection judgements

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

Children enjoy their time in the club where they engage in a wide range of stimulating activities. Staff constantly ask children about their preferences for play and set out the resources accordingly. This means that children's needs are met as they choose from the resources from the tables. Staff demonstrate that they know the children well and regularly observe them as they play. They take note of children's self-initiated play and use this information to inform their planning and to ensure that the children's interests are used as a basis for future learning. As a result, children make good progress towards the early learning goals and they are acquiring the skills for the next steps in their learning.

On entry, parents contribute to initial assessments of their children's starting points and are kept well informed about their children's achievements and development through regular feedback. Consequently, children are cared for according to parents' wishes. Friendships develop across differing age ranges of children, for example, older children happily volunteer to read stories to the younger children. Children develop their physical skills well outdoors, as they use an enclosed area, which they can access freely from the hall at all times of the year. Children talk freely with peers, staff and visitors. They happily talk to each other as they sit and eat their snacks. Staff use good teaching skills, including asking open-ended questions and encouraging children to try new activities, such as

making rubber band bracelets. This stimulates them to be active learners and pay close attention. Consequently, children's learning and competence in communication is well supported.

Staff work closely with the attached school. The club receives regular updates about what the children are learning in school. Consequently, staff are able to tailor activities to support children's learning within school. However, there is scope to strengthen these already good links by ensuring information is consistently shared between the two settings on a day-to-day basis.

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

Children are very happy and settle well in this club. Staff greet children with enthusiasm and show genuine interest about how their day at school has been. Their transition into the club is managed well and helps them to feel confident and happy in their surroundings. Information obtained from parents ensures staff are informed about children's preferences and they use this effectively during the settling-in phase. Consequently, children quickly develop a sense of belonging as the move into the club is managed sensitively. Children confidently make choices about what they would like to play with. However, there is scope to improve the indoor space and provision of resources for children, who want to relax while taking part in quiet activities.

Children's health and well-being are supported effectively. They have good opportunities to spend time outdoors and gain the benefits from being in the fresh air and being active. Staff provide children with healthy snacks and water when they arrive at the club. Parents say that they are pleased children are encouraged to make healthy food choices and enjoy the snacks. Children's individual dietary needs are discussed with parents and taken into account at snack times. They are encouraged to be independent in their choice of activities and in their self-care routines. Children enjoy mixing with children of different ages. This helps them to form other friendships, develop their social skills well and to increase their confidence. As a result, children continue to be emotionally equipped to make good progress at school.

Children's behaviour is good and managed well by staff; clear boundaries are set and children respond positively to guidance from the staff. Staff value children's individuality and praise their good behaviour. Consequently, children are happy and familiar with the daily routine. Children learn about staying safe through daily routines and discussions. Staff remind them of the setting's rules to ensure they develop a good awareness of safe behaviour. As a result, children show a good understanding of personal safety. For example, they know that they cannot play on the pirate ship in the playground following recent rainfall due to it being slippery and therefore, not safe to use. Their understanding of safety is further promoted as they learn about fire safety. Staff practise the evacuation procedure with them to ensure they know what to do in the event of an emergency.

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

Children are safe as there are effective policies and procedures for safeguarding and child protection. Staff have a clear understanding of procedures to be followed if they have concerns about children in their care. Robust recruitment and induction procedures ensure adults are suitable to work with children. The management team discuss ongoing suitability with the staff during appraisals and supervision sessions. These are also used to discuss the professional development of staff and their training needs. Children's welfare is promoted, as staff provide a safe environment for them to use, which is maintained through regular visual and written risk assessments.

Self-evaluation is continuous due to consistent communication. Staff ask children about activities they have enjoyed and the changes they wish to see. They are responsive to children's suggestions and make improvements to maintain their positive experiences at the club. Positive partnerships have been established with parents. It is evident from discussions with parents that they greatly appreciate and value the service provided. For example, one parent stated that 'staff are caring, supportive and wonderful with the children'. They appreciate how well staff helped their children settle-in when they first joined the setting and adapted to their needs. Staff encourage parents to take an active part in their child's learning through daily feedback, questionnaires and sharing children's learning journals on a regular basis. This encourages parents to be enthusiastically involved in extending their children's learning at home through play.

The provider and manager of the club have a clear understanding of the Early Years Foundation Stage and demonstrate a secure understanding of how to meet the welfare, learning and development requirements. Planning and evaluation of activities is good and ensures that children are making good progress in all areas of their learning. Staff recognise the importance of working in partnership with other early years professionals should the need arise.

The Childcare Register

The requirements for the compulsory 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	EY413640
Local authority	Worcestershire
Inspection number	874296
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	30
Name of provider	Grace Diviney
Date of previous inspection	14/07/2011
Telephone number	01527 872271

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Type of provision

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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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