

Selly Oak Out Of School Club

St. Edwards RC School, Greenland Road, Selly Park, BIRMINGHAM, B29 7PN

Inspection date

08/07/2014

Previous inspection date

03/05/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Good quality teaching promotes children's learning effectively so that they make consistent progress in their development.
- Children form strong bonds with the key persons and as a result, they are happy and well behaved.
- The very welcoming environment, the wealth of resources and exciting play facilities ensure children have an enjoyable time in the club.
- Staff have a good understanding of their responsibilities to safeguard children and all have attended safeguarding training. Therefore, children are kept safe.
- Strong partnerships with parents ensure children get good support for their individual needs.

It is not yet outstanding because

- Staff do not always provide clear messages about healthy options to help children learn about healthy eating.
- Staff do not always use routine activities, such as snack time to ensure children fully develop their self-help skills.

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 checked evidence of the suitability and qualifications of staff working with children.
- The inspector held discussions with the provider and manager.
- The inspector spoke with staff and the children during the inspection.
- The inspector looked at documentation, including children's files and learning journals, policies and records required for the running of the club.
- The inspector took account of the views of parents spoken with on the day and the club's parent survey.
- The inspector carried out observations of activities indoors and outside.

Inspector

Adelaide Griffith

Full report

Information about the setting

Selly Oak Out of School Club opened in 2011 and is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It operates from St Edward Roman Catholic School in the Selly Park area of Birmingham. The club serves the children who attend the school. The club opens five days a week, from 3.30pm until 6pm during term time. Children attend for a variety of sessions. Children are cared for in one room and the school hall and they have access to an enclosed outdoor play area, including the forest school. There are currently 71 children on roll of whom 14 are in the early years age group. The club also offers care to children aged five to 11 years. There are currently seven staff working directly with the children, all of whom have appropriate early years qualifications. Four staff have qualifications at level 3, one member of staff has a qualification at level 6 and one has Qualified Teacher Status. There is one member of staff who is unqualified. The club receives support from the local authority.

What the setting needs to do to improve further

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

- extend children's understanding of healthy eating by discussing healthy options with them at snack time
- make the most of opportunities to help children increase their independence skills during routine activities, for example, by serving themselves at snack time.

Inspection judgements

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

Staff provide a wide range of stimulating activities that effectively promote children's learning. They take account of children's interests to plan across all areas of learning and ensure all children's individual needs are met. Staff patiently support play without taking over the activities and this means that children can develop their ideas. They sensitively allow sufficient time for children to complete their projects and they effectively extend children's thinking when they use open-ended questions. Throughout all activities staff clearly model how to take turns at talking and listening. For example, when they join in with play and table top games staff fully engage children in conversation. Therefore, children then use similar methods to communicate with peers during play, thereby, demonstrating their ability to confidently interact with others. Staff competently ensure children have sufficient resources to complete activities, such as materials and crayons for drawing butterflies. The completed examples include a variety of patterns and colours that clearly demonstrate children's creative skills. The supportive staff ensure children have many opportunities to change activities and they give guidance when necessary. There is

a lively atmosphere in which children are free to explore their surroundings and frequently choose from the wide variety of equipment and resources. Children keep on trying as they stay focused on what they enjoy, such as play with small world figures. This means that they have ample opportunities to develop some of the characteristics of effective learning. Staff circulate constantly and facilitate children's play effectively throughout the session. Good quality teaching within the club effectively supports children's learning.

Staff carry out a series of observations when children first start in the club in order to gain a clear understanding of their skills. They consistently observe children during play activities and use the information to plan for further learning. Accurate assessments of children's achievements show that they make good progress from their starting points. Staff are keen to maintain continuity in children's learning. On a daily basis staff obtain information about activities started in school and they consistently assist children to maintain their learning. For instance, they ensure children have sufficient time to develop skills in using information and communication technology and they listen when children read. Staff have discussions with parents and carers about how they can best support children during their time in the club. They respond positively to requests for help to complete homework or to allow time for music practice. Staff ensure a folder of children's work is available to share with parents. These folders contain various examples of paintings, drawings and letter formation that reflect children's creative and early writing skills. The wide range of resources and equipment indoors and outside provide high levels of challenge for children to develop skills in all areas of learning and complement the activities of those in school.

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

Staff have a good understanding of their key-person role and they effectively support children attending the club. They carefully ensure children settle when they first start and staff provide opportunities for them to be closely linked with other children. This means that children feel at ease and form relationships with peers. Staff caringly nurture children by involving them in all activities and they use similar methods to those used in the school to promote good behaviour. Therefore, children know what is expected of them due to the continuity in practice between the club and the school. As a result, children are well behaved and learn to cooperate with others during play. Children interact confidently and are self-assured when they play with others in older age groups.

Children clearly have an awareness of healthy options due to the range of daily snacks, which include a selection of fresh fruit. However, staff do not always use the routine activities to reinforce children's understanding of healthy eating. Water bottles are within reach so that children can develop self-helps skills and drink whenever they wish. However, staff do not always ensure children have opportunities to extend these self-help skills. For instance, they do not routinely allow time for children to pour their own drinks at snack time. A combination of indoor activities and outdoor play provide worthwhile experiences for children to develop their physical skills. They learn to take sensible risks by mounting climbing frames under close supervision and they have a clear understanding of how to keep themselves safe. For instance, children are clear about boundaries during

outside play. They enjoy exciting activities in the forest school and they consistently follow the rules, which explain how far they are allowed to go even though staff are usually present. Owing to the abundant opportunities for vigorous physical exercise staff ensure children can sit for quiet periods when they wish to do so. A small library room is attached to the main room used by the club. This means that children can spend time reading and they often play electronic games. These quiet activities provide a good balance with vigorous play. A wealth of resources and the supportive attitude of the staff contribute to children's sense of fun and enjoyment in the club. This includes the use of the outside space, which is a real asset that significantly supports children's sense of adventure, imaginative and physical play.

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

The arrangements in the club for safeguarding children are good. The staff have a well-developed understanding of the safeguarding policy and they are confident to follow reporting procedures if they have concerns about children in their care. There is at least one designated person for child protection and they have a good understanding of their responsibilities to support staff, parents and children. Robust recruitment and induction procedures ensure staff are suitable to work with children and the management team rigorously monitor the ongoing suitability of all staff. Effective systems are in place to ensure that all staff working with children are checked according to the established methods, such as the Disclosure and Barring Service. Risk assessments are in place and staff carry out daily checks to identify potential hazards to children. Hazards are effectively minimised because the management take appropriate action to address these. For instance, staff are effectively deployed at all times to supervise children during activities.

The management team understand their role and responsibilities to meet the requirements of the Early Years Foundation Stage. They consistently monitor the planning and assessments to ensure children's individual needs are met. They review staff's practice through regular supervision sessions when they discuss where improvements can be made to enhance the quality of teaching in order to promote children's learning more effectively. Staff contribute to the self-evaluation and effective changes have been since the last inspection. A wide range of resources are now available, including those that support children's construction play with large materials and the manager regularly liaises with other agencies. This arrangement ensures there are opportunities to share best practice between settings. Regular consultations with children clarify activities they enjoy and their preferences for snacks provided on a daily basis. Similar consultations provide opportunities for parents to express their views of the club. The management team work closely with the school to review procedures that affect children's learning and well-being. They have recently reviewed and adapted behaviour management methods and they also identify activities that can be delivered in both settings. This means that children receive individual support that contribute to their progress at school and in the club.

The partnerships with parents are strong and the management team use a wide range of methods to share information with parents. For instance, a printed newsletter and an

electronic version is provided to keep parents informed about changes and events in the club. Key persons have discussions with parents and carers when they collect children and this means that there is good communication at all times. Parents and carers provide positive feedback about the support they receive from the staff and they comment that children are always happy to attend. There are effective networking links with other local clubs and agencies, including the local authority. As a result, of the participation in some of the related initiatives the professional development of the staff is assured. This means that staff benefit from opportunities to enhance their practice in order to more effectively support the children's learning and care. The management team and staff provide a very welcoming and stimulating environment where children enjoy a wide variety of activities that promote their learning and play very well.

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	EY441433
Local authority	Birmingham
Inspection number	854114
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	71
Name of provider	Selly Oak Nursery School Committee
Date of previous inspection	03/05/2012
Telephone number	01214721714

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

