

Headstart Clubhouse

Huntingtower CP School, Huntingtower Road, Grantham, Lincolnshire, NG31 7AU

Inspection date	10/07/2014
Previous inspection date	15/12/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff have a good understanding of how all children learn. They provide a wide range of planned and spontaneous opportunities to promote children's learning through play. Activities provided complement the children's school experiences.
- Children are confident, settled and enjoy their time in the club. They develop strong attachments with the staff, which effectively supports their emotional well-being.
- Staff manage children's behaviour consistently across the club and, as a result, children are friendly, polite and behave exceptionally well.
- Staff ensure that the safety and supervision of the children is addressed well. They are fully aware of their responsibilities to protect children from abuse and neglect, which ensures children are protected at all times.
- Partnerships with parents and carers are good. Staff involve parents and value their input. Good information is shared between the club and home, and this is of benefit to the children.
- Staff have excellent relationships with the host school, which enables them to share what they know about the children and provide continuity for them. The means their learning and development needs are very well met.

It is not yet outstanding because

- There is scope to improve how supervisions for staff are used to better inform specific training needs, so that children's attainment is raised to the highest level.

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 club and outside.
- The inspector conducted a joint discussion with a member of staff.
- The inspector held discussions with the management of the club, children and the club staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the club's self-evaluation and discussed the club's development plan.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Sharon Alleary

Full report

Information about the setting

Headstart Clubhouse was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Huntingtower School, on the south side of Grantham. Children attending have access to a dedicated clubhouse, adjoining outdoor play area and the south garden. The club is part of a chain of privately owned provisions. The children attending are mainly from the host school. The club employs three members of childcare staff, all of whom hold appropriate childcare qualifications at level 3. The club is open each weekday, from 8am to 9am and from 3.15pm to 6pm, term time only. Children attend for a variety of sessions. There are currently 48 children attending, eight are in the early years age group.

What the setting needs to do to improve further

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

- increase opportunities for staff to establish an effective programme of professional development, so that children's attainment is raised to the highest level.

Inspection judgements

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

The dedicated staff have a secure knowledge of the Early Years Foundation Stage and a very good understanding of how children learn through their play. Members of the club staff have often worked with children as their key person during their nursery years. This helps staff to develop long lasting relationships and, additionally, have an advantage when assessing starting points as children begin at the club. Staff prepare detailed plans that cover all of the areas of learning, and reflect children's individual interests and next steps. Children's ideas are valued and included in the planning of activities. Staff and children talk about what they enjoy and what they would like to do, and this is fed into the weekly planning. All children help to decide some of the activities they would like to participate in. This shows that planning is very effective in helping children to learn and sustain their interests, and that they play an active part in the life of the club. Photographs, written observations and samples of children's work are kept as evidence of what children, within the early years age group, achieve at the club. All children attend school through the day and, therefore, the staff are aware that activities need to complement what they do there.

There is a very good communication with the reception class. Club staff know about children's school day and what topics they are covering. They also discuss each individual child to establish where they are doing well and what skills they may require further help with. Children settle quickly, confidently choosing resources and activities, and initiate their own play. They form friendships, actively seek out others to share experiences and enjoy working together as part of a group. For example, children play football on the

south field. Staff have high expectations of themselves and children, and provide a wide range of challenging play and learning experiences. For example, they challenge children to extend their problem-solving skills as they design and make a water cascade. Staff encourage critical thinking as they ask open-ended questions, such as, 'What do you think might happen here?' There is a strong emphasis on child-led play, and this is highly supported through positive interaction from all staff working with children. For instance, staff sit with children as they become highly engrossed in creating popular bracelets, using their small muscle skills. Consequently, children are supported well to develop skills for their future learning. The club creatively uses the outdoor areas to engage children in their learning, and experienced staff develop and encourage exploration, imagination and independent play in the delightful outdoor spaces. For example, children are motivated to try activities, which test their abilities and confidence in a challenging environment, such as the trim trail obstacles.

Children play happily together in small groups, chatting as they select water pots and paint brushes, sit on the floor and join in free painting activities. Staff develop their literacy skills as they encourage children to write their name with the brushes. Children form recognisable letters and are excited to see their name disappear as the water dries. Children scream with delight as they find a bug on the ground. Staff suggest children are gentle with it and remove it from their pathway. Staff explain it is a 'woodlouse' and she shows the children it has many legs. Consequently, children are beginning to learn about the natural world and caring for living things. Children are introduced to experiences that support an understanding of other countries practices. For instance, staff host a French week and a German week. This develops children's deeper appreciation of people and communities. Parents are provided with good information about their children's achievements, and enjoy verbal contact with staff daily, which promotes two-way parent involvement.

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

Good, warm and caring relationships between staff and children are evident. There is an effective key-person system in place for the children in the early years age range. This promotes consistency of care and enables staff to get to know individual children well. All staff help children to settle, feel secure and develop a sense of belonging. As a result, children establish good emotional attachments. Two of the staff have worked with most of the children previously, within the local nursery. Additionally, the one other staff member works in the host school. This familiarity helps children to settle quickly and easily from the moment they attend the club. These positive experiences promote children's security and emotional well-being. Children display good levels of confidence as they confidently engage with each other, staff and visitors. There are delightful displays of children's work on the walls, and this gives them a sense of belonging.

Children's behaviour is excellent as children of all ages behave well throughout the session. They play together, take turns and share. As a result, the club has a calm and happy atmosphere. Children engage in a range of daily routines to support and promote their awareness of maintaining their own health, for example, washing their hands before meals and after toileting, and using tissues as and when needed. Overall, children's health

and well-being is good. Good hygiene routines are established to promote children's well-being. Staff prepare healthy snacks, and follow food hygiene routines and guidelines. Teatime provides opportunities for children to enhance their independence skills as they help themselves to fruit, cream crackers, marmalade and pour their own drinks. Staff allow children to take reasonable risks as they climb on the trim trail in the south field. They also enjoy physical activities daily, which help them to learn about exercise. This means that children increase and challenge their physical skills.

Children are supported to have an understanding of safety measures. For instance, staff ask, 'Why do you think we don't throw sand?' Children are dutifully sorry and brush up the sand when asked. The club room where the children play is spacious. Staff make very good use of this. For example, there are different areas, so that children can make independent choices. The club is well resourced, both in and outdoors, to support children's all-round development. Both boys and girls are equally encouraged to participate in a wide range of activities to build on their current knowledge and skills. Excellent links with the host school ensure that children are provided with the effective support for the move between the club and school. Staff share information with the school and parents to ensure that children's needs are met, to help them to make progress and to provide continuity of care.

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

Staff are clear of their responsibilities towards protecting children from harm and neglect. They understand the indicator signs of abuse and neglect, and know how to liaise with the appropriate agencies, should they have concerns about a child in their care. Suitability checks have been carried out on all adults who work with the children and recruitment procedures are robust. The areas in which children are cared for are safe and secure. Thorough risk assessments are in place, along with daily visual checks to ensure that any potential hazard is minimised. The club implements a good range of written policies and procedures, supporting the safe and effective management of the club, and are available to parents.

At present, two members of staff are also employed at one of the owner's local nurseries. An appraisal and supervision system is in place for all the staff, and records of these are held at the nursery. However, at present the supervisions and appraisals are not used as effectively to ensure training needs are identified to enhance practice in the club, so that children's attainment is raised to the highest level. The management team and staff have a good overview of the requirements of the Early Years Foundation Stage in order to guide and shape their practice. As a result, activities, both planned and child initiated, support and enhance children's learning.

All staff demonstrate a strong commitment to the continual development of the club, and it is clear that the management team values their opinions on how to develop the club. Although there is no formal development plan, the management team, staff and children discuss their strengths and areas for development on a regular basis. As a result, improvements are a continuing process. Children are involved in the development of the

club through the, 'Club Reps' who are children that have been voted on by their peers to represent the voice of the child. Partnerships with parents and carers are good. Parents spoken with are positive in their comments and value all staff's enthusiasm and everything the club has to offer. Parents comment, 'It's a lifesaver'. Children also state that they enjoy coming to the club, joining in the fun activities and playing with their friends. Excellent links are in place with the schools that children attend, ensuring that children have continuity of care and that activities offered enable children to consolidate their learning and development.

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	EY319312
Local authority	Lincolnshire
Inspection number	878059
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	48
Name of provider	Diane Smith & Susan Jenkins Partnership
Date of previous inspection	15/12/2008
Telephone number	07980988456

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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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