

The Church of God of Prophecy Playscheme and After School Club

1 Gloucester Street, Wolverhampton, West Midlands, WV6 0PT

Inspection date

18/07/2014

Previous inspection date

07/10/2013

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

- Children enjoy their time at the provision as staff use effective teaching to provide and plan a variety of fun-filled activities that challenge their learning while they play. As a result, children within the early years age group are making good progress.
- There are effective partnerships with other professionals and providers to ensure children are well prepared for their transition between the provision and school. Partnerships with parents and carers is effective because there is very good two-way communication ensuring all parties are well informed to meet the children's needs.
- Safeguarding children is a priority within the provision. The self-evaluation process includes all stakeholders and improvements bring out effective changes that benefit the children. Effective management procedures, such as regular supervision monitoring, enhances staff performance.
- Children are well behaved because key persons acknowledge good behaviour through praise and are positive role models for the children. Children and their key persons are forming close attachments.

It is not yet outstanding because

- There is scope to further improve children's access to the broad range of resources, toys and equipment, including those for technology within the provision.

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 scrutinised a range of documents; attendance registers for children, staff and visitors, risk assessment, self-evaluation, the providers improvement plan, staff suitability and qualifications, the complaints log and a range of policies and procedures which supports the service provided.
- The inspector conducted a joint observation with the manager, held meetings with the manager and held discussions with various staff caring for children.
- The inspector observed activities in the indoor and outdoor play areas.
- The inspector took account of the views of children and parents spoken to on the day and acknowledged a range of recorded statements.

Inspector

Mary Henderson

Full report

Information about the setting

The Church of God of Prophecy Playscheme and After School Club has been registered since 1986 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates under the governance of a voluntary management committee and is sited within Gloucester Street Community Centre in Whitmore Reans, Wolverhampton. The provision has access to one large hall and two smaller rooms, kitchen, toilets and large enclosed outdoor play area. The provision provides a service to the local community and a number of local schools in the area. During term time, the provision is open Monday to Friday, from 3pm to 6pm. During school holidays, sessions are offered each weekday from 8am to 6pm. There are currently 25 children on roll, of whom five are in the early years age group. The provision employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, including the manager.

What the setting needs to do to improve further

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

- continue to develop very high expectations of children, for example, by increasing opportunities to access the resources stored out of sight, to enhance children's informed choices during child-initiated play times, so that their skills across all areas of learning and their continued readiness for school is maximised
- develop the already stimulating environment, for example, by improving children's access to the computer suite, to further promote their awareness of information communication technology and further challenge their learning during their child-initiated play times.

Inspection judgements

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

Since the last inspection, the management and staff team have developed their knowledge about how children learn and develop. For instance, the staff have attended a variety of training sessions in how to support children in the Early Years Foundation Stage. As a result, they now provide a stimulating environment that enhances children's learning and also compliments the learning experiences they receive at school. This includes improving the outdoor environment. Younger children now have opportunities to plant, grow and care for their own vegetables and flowering plants. During such times, the staff encourage children's language and communication through open questions and encourage them to take turns in listening and talking with one another. The staff also support children's imagination as they talk with one another about climbing the beanstalk to visit a castle in

the sky. Children now enjoy their time watering their plants, comparing how plants grow over time, and they talk about how big their plants may be when they come back after the school holidays. Children are meaningfully praised by the staff for taking turns with the resources, which further supports their positive relationships with their peers and the staff caring for them. As a result of such improvements, teaching is good and children's interest in the world around them, their understanding of mathematical concepts, their communication and language, along with their personal, social and emotional development are now fully supported. Consequently, children's continued readiness for school and consistency in learning is suitably fostered.

Staff now ensure that activities are geared to support children and their interests. They plan appropriate activities for the children from the beginning. They make regular observations of children's play, which are assessed and used to plan activities and play experiences, to engage their interests and provide challenge. Children enjoy circle time. They take turns to talk about things that interest them and events that are important to them, including their last day of school term. The staff encourage children to listen to their peers, which creates a sense of empathy between them all, regardless of their age. During such times the children also enjoy talking in French as they identify colours and count in both languages, supported by the staff. During child-initiated play times, staff ask the children what toys or activities they would like to play with. However, as the resources and equipment are stored in the cupboard and children do not have access to this, there is an emphasis on children having to remember the broad range of opportunities for their child-initiated play times. In addition, the staff do not ensure the children are always fully aware that the computers housed in the computer suite can also be one of their choices. Consequently, the staff do not always maximise children's informed choices during these times.

Children's interest in books is fostered as they sit under the shade of the trees in the garden to read with their peers. During their time outdoors they also enjoy playing board games and drawing pictures. This supports children's literacy skills. Children play with a range of toys that reflect diversity and they enjoy arts and crafts as they explore festivals, such as Divvali and Chinese New Year. This helps children begin to learn about the world around them and in particular their thinking about differences in gender, ethnicity, language, religion, culture and special educational needs and disabilities. The provision has improved the information for parents, by displaying what children will be doing, how this covers Early Years Foundation Stage, and also what the children have been doing. Partnership with parents is good with a two-way sharing of information and parents comment that staff are nice and supportive. Staff give them good feedback at end of sessions and any information from school is passed onto them about their child, showing commitment to consistency of learning and care.

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

Since the last inspection, the management have improved the key-person systems. For instance, each child in their early years now has a designated key person that supports their learning and care, to ensure this is tailored to meet their individual needs. Parents are now able to identify who their child's key person is because this is now displayed on

the notice board. In addition, the younger children now know who their key person is and who to approach should they have any issues or requests for support. Parents are also now encouraged to share information about their child's needs and interests, consequently, children's well-being is fostered. Children are confident and show that they feel cared for. There are strong attachments between the children and their key-person which effectively supports and enhances children's positive behaviour. All children behave well, negotiate with their peers during indoor and outdoor games and show a high regard for the staff caring for them.

Children enjoy healthy snacks during the session, which includes drinks of water or juice and noodles or fruit. During such times, children are independent as they pour their own drinks, hand out the plates and clear the tables away afterwards. Children are aware of the importance of good hygiene as they clean their hands before they eat and after visiting the toilet. Children's healthy lifestyle is fostered because they have regular access each day to the outdoor play areas. They are able to be physically active indoors in the hall during very poor weather. Children's learning about personal safety is fostered by the staff who encourage children's involvement in regular evacuation practice. The staff support children's transitions between school and the provision because there are effective partnerships between all concerned. The deployment of staff ensures close supervision of children, so that they are kept safe throughout the session.

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

Since the last inspection by Ofsted, where the provider received a number of actions to improve, a monitoring visit has taken place and the management and staff team have worked hard to implement effective changes. For instance, there is now a named person to take responsibility for safeguarding children. There is also an updated clear policy and procedure to ensure all staff are informed and kept up-to-date with what to do and who to contact should they have any concerns. In addition, the policy was updated to ensure clear procedures to be followed in the event of an allegation against a member of staff and clear procedures for the use of mobile telephones and cameras. Consequently, practice is improved and knowledge of the policies and procedures is now embedded to ensure all children are suitably safeguarded and protected. The provider was asked to ensure the staff are effectively deployed so that children's needs are met. There are now more staff identified as key-persons for the younger children, thereby ensuring their needs are fully identified and met at all times during the session. In addition, the provider was asked to ensure effective performance management systems were implemented to improve the monitoring and supervision of staff caring for the younger children. As a result, the management implemented periodic supervisions with the staff, which included observation of staff practice.

The management and staff have together identified training to improve staff practice. As a result of this training, the staff improved their awareness of how younger children learn and develop over time. This helped to support staff to understand how to encourage children's learning through supporting the characteristics of effective learners. Consequently, the staff use more open questions with the children and provide interesting

activities to help them develop their skills across a range of areas of learning, this is monitored by the manager. The staff also attended Every Child a Talker training. Following this, the staff identified the need to listen to children, to encourage them to listen and turn-take with their peers so that their communication and language is fully supported over time. This training also supported the staff in understanding how best to support and foster children's good behaviour through meaningful praise and by joining in with children's play. Other training attended by staff means the staff now have a better understanding of the importance of providing physical games to encourage sports and team play. Consequently, children are involved in turn taking in ball games and waiting for their turn, this further fosters children's readiness for school.

Children are cared for in a safe and caring environment because there are robust policies and procedures in place, which are fully implemented by the staff. The recruitment procedures of the provision are robust and include ongoing checks of the suitability of all staff to work with children. The management undertakes self-evaluation, which includes all staff, parents and their children. Since the last inspection the provider has improved partnerships with other settings including schools the children attend. For example, the provider ensures good two-way liaison so that information shared about the individual child now fully fosters their needs and interests. Information is provided to parents about the provision and their child's care, learning and development. Parents are encouraged to share what they know about their child's interests, needs and learning. As a result, children settle well within the out of school provision. Parents speak highly about the provision and of the staff that care for their children.

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	224887
Local authority	Wolverhampton
Inspection number	963094
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	25
Name of provider	Gloucester Street Community Centre Ltd
Date of previous inspection	07/10/2013
Telephone number	01902 425461

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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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