

# Offmore Stars

Offmore Primary School, Wordsworth Crescent, KIDDERMINSTER, Worcestershire, DY10 3HA

## Inspection date

Previous inspection date

14/08/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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 this welcoming club. Staff have a good understanding of how children learn through play and encourage children to develop their own ideas and interests. This means that children's learning is supported successfully.
- Children develop a strong sense of belonging because they are given time to settle in. Staff have warm interactions with children and they value and respect children's ideas which helps them to feel emotionally safe and secure.
- The manager and staff fully understand their role and responsibilities in safeguarding children. Clear procedures are followed to ensure children's welfare and safety are maintained effectively.
- Partnerships with parents, agencies and other providers work well. This means that children get the support they need and their continuity of care and learning is fostered effectively.

### It is not yet outstanding because

- Children's play and learning in the outdoor area is not yet fully enhanced to embrace all areas of learning and development and to give children more choices in their play.
- Opportunities for children to spend time in an inviting and cosy quiet space in the main playroom have not been fully explored, to further support children's overall well-being and comfort.

## 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 had a tour of the premises and observed activities in the indoor and outdoor play spaces.
- The inspector held a meeting with the provider/manager and talked to staff and children during the inspection.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children, the club's self-evaluation processes and discussed their improvement plans.
- The inspector sampled a range of documentation, including policies and procedures, children's records and risk assessments.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and those who left their feedback letters for the inspector.

## Inspector

Jacqueline Nation

## Full report

### Information about the setting

Offmore Stars was registered in 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the dance studio within Offmore Primary School in Kidderminster, West Midlands. It is privately owned and managed. There are outdoor play facilities available to the rear of the building. The club provides before and after school care and mainly serves children who attend the school. There are currently 56 children on roll; seven of whom are in the early years age range. The club is open Monday to Friday, during school term time. Sessions are from 7.45am until 8.35am and 3.15pm until 6pm. Children attend for a variety of sessions. In addition, a holiday club is provided during some of the school holidays from 8am until 5.30pm. The club employs four members of childcare staff. Of these, three hold appropriate early years qualifications ranging from level 6 to level 2.

### What the setting needs to do to improve further

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

- maximise opportunities for children to extend their play and learning in the outdoor area, to further support children's learning and to help them make more choices in their play
- make the most of the space available in the main playroom to enable children to have an area where they can spend quiet time and relax to further enhance their well-being and comfort.

## Inspection judgements

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

Children are happy and well motivated as they learn through play in this welcoming club, which provides a warm and relaxed atmosphere. The manager and staff are enthusiastic and committed to their roles and enjoy working with the children and their families. Children are encouraged to express their ideas and use their imagination. This is because staff provide them with a wide range of resources and activities they enjoy. Children use a variety of recycled materials, art and craft resources and a range of complex and simple construction materials to promote their learning, creativity and critical thinking skills. The quality of teaching and learning is good. Staff communicate and interact well with children and fully understand that children learn through play as they take into account the 'Playwork principles'. This means that children make choices about activities they would like to take part in and are able to direct their own learning. Staff play alongside children and motivate them to engage in a range of activities and to try things for themselves. They sometimes offer children suggestions or pose a question which helps further extend

children's enjoyment and achievement. Staff guide and support children effectively and get them to think about what they are trying to achieve. For example, when children try to construct models and make dens, staff are close by to help out or encourage children to speculate and test their ideas. This promotes children's independence and confidence which are key skills to support their future learning.

Children's mathematical development is fostered as children talk about making long sticks, big lines and how they can ride their bikes round in circles. Their understanding of the world is also developing successfully. They are able to use the computer and access a range of books. They develop their own knowledge as they look at science books and craft books which give them ideas about things they can do and make. This provides children with the chance to develop their own ideas and enhance their enjoyment and achievement. Children love spending time outdoors and the facilities available are good. They use the playground and benefit from being able to move freely between indoors and outside. Children thoroughly enjoy the time spent on the playing field, making dens and playing chasing games. However, not all areas of learning are catered for outside. For example, there are few opportunities to use literacy skills in the outdoor area. Staff provide good opportunities for children to foster their expressive art and design skills. Manipulating and modelling clay is popular with the children as they create their own models. Children are encouraged to take photographs of their creative work and they talk about being 'really proud' of what they have achieved.

Staff ensure children's ideas and interests are included in future plans and this helps to motivate them to learn. All children are encouraged to try out new experiences through role play, creative play and the use of topics, such as 'super science' and 'nature detective'. Children's progress is recorded by each child's key person and they use the information gained from their observations to plan challenging activities. This means children continue to move forward in their learning during their time at the club and this supports their progress overall. Children's observation folders are available to parents so they can continue their child's learning at home. Overall, children take part in a good range of activities and experiences and continue to develop good skills to support their future learning. They are happy, settled and confident in their environment and supported well by staff. Partnerships with parents are positive and there are many opportunities to exchange information at the beginning and end of each session. The key-person system works well and helps build good partnerships with parents who have younger children in the club. Parents are provided with a good range of information about the activities available. Good arrangements are also in place as children move between the school and the club and this means children are emotionally secure.

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

Children's well-being is promoted successfully. They settle quickly as they are warmly welcomed on arrival. Staff know the children well and ensure they provide a service that meets their needs. Inclusive practice is successful as staff make sure all families and children are valued equally. The uniqueness of each child is recognised and respected. This means that all children develop a strong sense of belonging and feel secure. Children develop a close and caring relationship with all staff and particularly their key person. This

eases the transition as they move between home, school and the club. Induction procedures for children help them to get to know the club routine, staff and children. The good key-person system also supports partnerships with parents and helps staff to gain knowledge and understanding of younger children's interests and skills. This helps them to plan for children's individual learning and development needs and further supports their move between the school and club.

A good emphasis is placed on promoting children's personal, social and emotional development. This focus means that children continue to develop confidence in their play and learning and attain the underpinning skills needed for their future success. Children's behaviour is good and staff are positive role models. They provide clear explanations when inappropriate behaviour occurs and provide children with a gentle reminder. Staff encourage children to listen to each other and take into account each other's needs. As a result, younger and older children play well together. Good behaviour is promoted, such as having kind hands, feet and words. Children are praised in their achievements and this helps boost their confidence and promotes their self-esteem.

Good attention is given to helping children adopt healthy lifestyles and children follow well-established routines with regard to their personal hygiene. This helps minimise the spread of infection. Children's specific health, dietary needs and allergies are documented in detail and understood by staff. Children enjoy a range of snacks including toast, fresh fruit and vegetable snacks. During the holidays, parents provide children with a packed lunch prepared at home. Children are actively encouraged to explore their environment and there is good access to outdoor play. Children benefit because they are able to use the school playground, field and forest area. This promotes their health and well-being very effectively. Children learn about potential risks and keeping themselves safe during indoor and outdoor play. They know the boundaries for outdoor play which are in place to keep them safe. Children are involved in practising the emergency evacuation procedures. Children play in a secure environment. Staff deployment is effective and they supervise the children well. This ensures children remain safe and secure. Staff use the space available to provide a wide range of activities and challenging experiences for children. Children are provided with good opportunities to make choices about what they would like to do and staff make sure toys and resources are easily accessible. However, better use of the space available in the main playroom is needed to make sure children have an inviting and cosy quiet space, where they can sit and relax to further support their overall well-being and comfort.

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

Leadership and management of the club are good. The manager demonstrates a strong commitment to driving forward positive changes to benefit children and does this through reflective practice and self-evaluation. The staff team demonstrate a good understanding of their responsibility to meet the safeguarding and welfare requirements. The manager has successful arrangements in place to monitor their implementation to ensure children's safety and protection is assured. All staff have a clear understanding of how to protect children in their care. They are vigilant, aware of the signs and symptoms of possible

abuse and know the procedures to follow in the event of concern about a child. Staff are confident about their role in safeguarding children and have undertaken training to develop their knowledge in this aspect of practice. Robust recruitment, vetting and induction procedures are in place to ensure staff's suitability to work with children. Comprehensive risk assessments cover all aspects of the premises and access to the premises is closely monitored. Staff are vigilant about arrival and collection procedures and good security precautions contribute towards children's safety. Management systems run smoothly. Documentation to ensure the safe and efficient management of the club is maintained to a good standard. Good systems are in place for supervision, appraisals and identification of training needs. Staff are suitably qualified, experienced and motivated. Effective arrangements are in place regarding the programme for professional development. The manager has strategies in place to assess the impact of training and the effect this has on improving outcomes for children.

The manager and staff team have a good understanding of how to meet the learning and development requirements. They know how to support and guide children's learning effectively by planning activities around children's interests, play preferences and individual needs. The manager monitors children's involvement in activities, planning and the progress children make. She is clear about how this type of setting seeks to complement children's learning and helps them develop skills to support their future learning. This means that children continue to make good progress in their learning and their needs are met well. Children enjoy their play and learning, make choices about what they would like to do and contribute their ideas to the planning documents. Positive steps have been taken to further develop partnership working with other early years providers to support children's continuity in care and learning.

The manager and staff have positive relationships with parents. Parents receive a good range of useful information when children start at the club and a wide range of information is displayed. This includes information about the staff team, the key-person system and a range of policies and procedures. Consequently, parents are fully informed about the way the club operates. Parents are provided with regular information about their child's progress and this further supports children's continued learning at home. Parents' views are gained through the use of a questionnaire and this information is reviewed to make sure any issues or concerns are addressed. Parents spoken to at the time of the inspection, and those who left written comments for the inspector, expressed very positive views about the provision. They comment that they are extremely happy with the provision and their children love attending. Staff are very friendly and approachable and they have opportunities to share information at the beginning and end of the day. Parents are pleased with the wide range of activities children take part in and express their satisfaction about the care their children receive. Good partnerships are established with the host school and external agencies, as required, to meet the needs of the children and ensure continuity in children's care and learning. Overall, the manager and staff team create an environment that is welcoming, safe and secure, where children continue their learning through play and having fun. This helps children to build on the skills and dispositions they have already acquired and help them move forward in their learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY473992
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	956912
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Kerryanne Victoria Smith
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01562753934

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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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