

Children's Choice Out of School Club

Moat Hall Primary School, Johns Lane, Great Wyrley, Walsall, West Midlands, WS6 6BX

Inspection date	23/09/2014
Previous inspection date	13/05/2009

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 highly involved in their learning; this is because staff use observation effectively to reflect on what arouses children's curiosity and interests. As a result, staff provide a stimulating environment and purposeful and developmentally appropriate activities that encourage children to learn through play.
- Staff have a good overview of children's needs, as processes for assessing and tracking individual children's development are effective. This results in children being supported to make good progress, depending on their starting points and capabilities.
- Children are protected from harm because all staff place a high focus on safeguarding children and are fully aware of their responsibilities should any concerns arise.
- Children are emotionally secure and confident in the welcoming, nurturing environment provided by staff because they form secure attachments with their key person.

It is not yet outstanding because

- The setting has not yet fully engaged and involved all parents in supporting and extending their children's learning at home, so they can make best possible progress.
- The provider has not yet developed a highly successful system of monitoring the effectiveness of targeted interventions for groups of children, to check that all children are making as much progress as possible given their starting points and capabilities.

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 carried out a joint observation with the provider.
The inspector observed teaching and learning activities in all playrooms and the outdoor learning environment and spoke to children at appropriate times while they played.
- The inspector checked evidence of suitability and qualifications of staff working with children.
The inspector held meetings with the provider and the managers of the day-care and after-school provision and she had discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector looked at evidence of self-evaluation, including the views of parents from contributions made in documentation and those spoken to on the day.
- The inspector looked at a range of documentation, which included the safeguarding policy, children's learning and assessment records and the planning of activities.

Inspector

Kim Barker

Full report

Information about the setting

Children's Choice Out of School Care was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Moat Hall Primary School, Great Wyrley, Staffordshire and is one of the three privately owned settings run by the provider. The setting serves the local area and is accessible to all children. Day care for children from the age of two years operates from one classroom in the host school, the school hall and an enclosed area for outdoor play. After-school provision operates from a second classroom, the playground and school fields. There are currently seven staff members working directly with children. Of whom, five hold appropriate early years qualifications, one at level 5, three at level 3, one at level 2 and one who holds a play-work qualification. The setting opens Monday to Friday, term time only, 7.30am until 6pm. The setting operates a play scheme each weekday for three weeks during the summer school holidays and February and October half-term breaks, from 7.30am until 6pm, and children attend for a variety of sessions. There are currently 23 children attending who are in the early years age group. The setting receives funding for the provision of free early education for two-year-old children.

What the setting needs to do to improve further

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

- embed the already good strategies used, to engage and involve all parents to complement and enhance day-care children's learning at home, so that they benefit from highly effective partnerships and make the best possible progress in their learning and development
- enhance systems that monitor children's progress to identify how targeted interventions, such as funded two-year-old places, are supporting children to make as much progress as possible and, so that the provider can more astutely target professional development to rapidly close any gaps in learning.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They use their secure knowledge about how children learn to plan activities to support individual children's progress. Day-care staff collect valuable information about children's interests, likes and dislikes from parents before they start in the setting. They use this information, alongside their own initial observations, during the settling-in period to plan a broad range of adult-led and child-initiated activities. As a result, children are encouraged to learn through play. For example, day-care children are

well supported in developing their speaking and listening skills, as they are skilfully engaged in learning familiar rhymes in small groups. Staff model language very well and help children to learn the actions and repeat key words. Staff then effectively engage children further throughout the day as the theme of the rhyme is weaved into the resources and activities provided. For example, day-care children investigate, using glue and selecting a variety of materials in a creative activity, and staff observe how children explore and use different materials as they experiment with colour, design and texture. Through meaningful interactions, staff use good levels of descriptive language to promote children's speaking and listening. As a result, children are supported very well in learning new words that describe their actions. Staff ensure that children have easy access to a broad range of resources that cover all seven areas of learning, through effective planning for continuous provision. This motivates children to initiate their own play in the well-organised environment provided for them. For example, as day-care children move large plastic bricks outdoors and stack them in the base of a climbing frame. They explore imaginatively and make up stories to explain their actions, and staff skilfully encourage children's thinking and curiosity by using open-ended questions and allowing time for them to respond and consider what will happen next. As a result, children are helped to explore and experiment with how their actions can make things change.

Day-care staff make useful observations of children's learning and development, and collect this information in individual development records. Additionally, there are good systems established to allow for after-school staff to contribute to children's development records. The provider has established strong relationships with the host school and has developed systems to promote two-way communication through the use of a link book and other methods to share children's achievements with the host school. As a result, information about children joining the setting after they have been in the school's nursery or reception class is then shared to ensure continuity in their care and learning. The day-care manager makes very good use of effective and clear systems for tracking children's progress. As a result, staff have a good understanding of individual children's learning needs and how to identify any gaps in their learning. They can then identify any possible delay in development early. Staff are highly motivated to support individual children's needs and plan activities to help narrow this gap swiftly. For example, day-care children, who have been identified as requiring additional support with their speaking and listening skills, are well supported due to the extremely close relationships built with parents. This results in staff consulting with them from the start about what their children already know and what interests them. Staff then plan individual interventions to strengthen their development, which results in them all making good progress from their starting points. Staff are aware of the procedures to access specialist support from other professionals to provide targeted support for children with special educational needs and/or disabilities. Staff are fully aware of the requirement to provide parents with a written summary of the progress check for children between the ages of two and three years. They complete and share this where necessary and make good use of the information to help plan effectively for children's next steps in their learning. However, staff do not always make the best use of the effective relationships already developed with parents to engage them further in supporting and extending their children's learning at home.

Teaching is good and this results in frequent opportunities to support children's learning and development through purposeful interaction that promotes their communication skills

and their personal, social and emotional development. For example, a small group of day-care children enjoy taking part in listening to a familiar story about a family of bears who are unable to get to sleep. They anticipate what comes next and actively contribute by joining in with repeated refrains, which promotes children's self-confidence in speaking and listening. Staff recognise that children who attend after school have had a busy day at school, so their choices are paramount and create a welcoming environment for them. Before children arrive, staff set out the spaces available to them with a variety of toys and equipment that is suitable for the age range of those attending. Consequently, activities provided are mainly free play and this allows children to initiate their own play and engages them well in activities provided for them. After-school staff use their experience of working with children and have a strong understanding of how to help children initiate their own play. They motivate, occupy and interest children in the activities and experiences provided. Overall, staff have a good understanding of the learning and development requirements and support children well, so that they develop skills in readiness for nursery class and school.

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

Staff make sure they find out about children's interests and preferences by gathering good information from parents. This results in the foundations for establishing effective relationships before children start at the setting. Good settling-in procedures mean that the move between home and the setting is a positive experience. For example, day-care staff use information gathered in an All about me document to find out children's interests, likes and dislikes to plan appropriately for their attendance. Staff take time to seek the opinions of after-school children and make good use of group times to involve them in making decisions about resources and activities. Relationships with parents are supported through daily handovers and a home-to-setting, nursery class or school link book that includes information about what their child has done during their day. Children's emotional well-being is promoted through an effective key-person system which helps them develop strong attachments. All staff are deployed effectively to ensure ratios are always maintained. This promotes consistency and enables them to build positive relationships with individual children. As a result, children's sense of belonging is reinforced, they feel secure to explore and investigate their surroundings and make good progress. For example, staff use close meaningful interactions to help toddlers who are still settling in, to investigate the toys and activities provided. Whilst older children are confident in exploring the large school playground and are secure in the knowledge that they can check back in with their key person at times for reassurance and affirmation.

Children are taught about the importance of leading a healthy lifestyle. Day-care children have open access to a small, enclosed and well-organised outdoor area. Children who attend after school benefit from the host school's playground and fields. As a result, children get fresh air and exercise and develop their physical skills. All reasonable steps are taken to ensure children's safety through effective risk assessments and good steps are taken to minimise any potential risk. Children are encouraged to behave well as staff provide them with clear and consistent boundaries. Older children are involved in establishing and reviewing after-school rules. The day-care outdoor play space is organised well to support children in taking developmentally appropriate risk, as physical

activities are kept separated from quieter activities. For example, children practise climbing up and sliding down a slide with appropriate encouragement and support. Staff help children to understand that they are at risk of being hurt if they stay at the bottom of the slide. As a result, children play cooperatively, sharing and taking turns, promoting their personal, social and emotional development in managing feelings and behaviour. They benefit from receiving continuous praise and encouragement from staff for their efforts and achievements. This develops children's self-confidence and self-awareness.

Children learn about keeping safe as they regularly take part in fire evacuations, so they are familiar with what they have to do in an emergency. Through daily routines, children learn to independently manage their personal care needs. For example, children understand that when they have finished their snack they put their plates in the washing up bowl and their rubbish in the bin. Staff promote children's understanding of good hygiene habits as they are encouraged to wash their hands after using the toilet, when coming in from outdoors and before eating snacks and meals. Children's health is well promoted as staff provide a selection of healthy snacks, including a variety of fruits, milk and fresh water. Snack times are a social occasion when children and staff sit together around the table to enjoy their food and each other's company. Staff encourage children's independence as they are able to serve themselves. For example, day-care children carefully spread butter on crackers and use their manners well when choosing fruit. All children actively contribute to the conversation, paying attention to what others say and responding appropriately. As a result, children's self-confidence in speaking and listening is fully supported. This helps them to make relationships with others and promotes their communication and language development. Staff liaise with other practitioners in the host school to promote smooth transitions for children moving to the next stage in their learning. They explain to parents that the important information collected in their children's developmental records should be shared with their next setting, so that children benefit from consistency in their learning and development.

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

The provider and staff fully understand and fulfil their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff attend relevant safeguarding training and the day-care and after-school managers are the designated safeguarding persons. As a result, staff have a good understanding of how to identify and respond to a safeguarding concern about a child in their care or if an allegation being made against a member of staff. All required documentation and records are clear and well written, including effective risk assessments. Policies and procedures are appropriately kept and available for parents at all times. There is good evidence of effective vetting and recruitment procedures that ensure all persons employed are suitable to work with children. The identity of visitors is checked and there are clear boundaries around internet security and the use of cameras and mobile telephones. As a result, staff's practice is effective in underpinning children's safety and welfare.

The provider, management and staff have a secure knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. This is

reinforced through a passionate and committed attitude towards their coordinated working practices in supporting children's welfare and development. The monitoring of individual children's progress is strengthened by the use of regular tracking of assessment. However, the provider has not yet developed highly successful ways of monitoring the progress of children who are in receipt of two-year-old funding, so that she can target and rapidly close any gaps in learning. Partnerships with parents are good and there is sound evidence of their contributions, which staff collect to provide continuity with regards to children's progress. Parents are happy with the setting and comment positively. For example, they comment how happy they are with the progress their children have made and how well they enjoy attending. The setting has established strong relationships with the host school and the management team fully understand their role in establishing effective communication, so that children benefit from a shared approach that helps them to make the best possible progress in their learning and development.

Self-evaluation is used to critically reflect on the staff's practice and they seek opinions of after-school parents through questionnaires. Key strengths of the setting are highlighted in how staff use various effective methods to allow children to voice their opinions. As a result, children learn their views are important. The management team reflect on how they can improve practice further. For example, the day-care manager highlights how she leads developments in planning for integrating individual children's next steps into planned activities. The provider monitors staff performance through an annual appraisal system. She has effective systems in place to ensure that all regulatory training is up to date and any further training needs are enthusiastically considered. As a result, staff feel well supported in their professional development, and show commitment and enthusiasm as they have opportunities to develop their knowledge and skills through leadership coaching and attending training courses. For example, the day-care manager is currently completing a Bachelor of Arts Degree in Early Childhood Studies. The provider plans for regular opportunities for staff to discuss their practice in meetings. Staff make good use of time at the beginning and end of the session to discuss any arising situations. As a result, there are opportunities for regular reflection of practice that have a positive impact on learning outcomes for 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. 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

Unique reference number	218309
Local authority	Staffordshire
Inspection number	865740
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	42
Name of provider	Yvonne Bridget Greenaway
Date of previous inspection	13/05/2009
Telephone number	07889 200324

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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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