

Extra Time Club

All Saints School, Furlong Close, ALREWAS, Nr Burton on Trent, DE13 7EF

Inspection date	29/09/2014
Previous inspection date	11/04/2014

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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff listen well and respond in a very positive manner towards children. They provide a wide range of activities that build on children's interests. As a result, children engage well and show good enthusiasm during play.
- Staff provide a lot of encouragement to promote children's independence. Consequently, children take responsibility for their self-care on many occasions.
- Staff promote effective partnerships with parents, and teachers at the school. This ensures that children's needs are met to a good level.

It is not yet good because

- The provider does not ensure that the safeguarding policy contains sufficient detail. It lacks the relevant contact details for the appropriate agency to make referrals to and does not include the procedure for how cameras and e-safety are managed within the club. This does not ensure parents and children are fully informed of the procedures.
- The provider does not formalise the supervision meetings held with staff, to ensure there is a clear focus on the continual improvement of the club. Consequently, this affects staff's ability to promote the well-being of children to a good level.
- Staff do not maximise opportunities to support children in learning how to manage their own behaviour, in relation to sharing and taking turns.

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 conducted a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector observed activities in all play areas used and spoke to the children present.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector had discussions with the manager and other staff members, about their roles and responsibilities, including safeguarding.
- The inspector looked at a selection of policies and procedures and a range of other documentation.

Inspector

Val Thomas

Full report

Information about the setting

Extra Time Club opened in 2002 and is privately owned. It operates from All Saints Primary School in Alrewas, Burton-on-Trent. The club serves the host school. The club opens five days a week, from 7.45am until 8.40am and from 3pm until 5.45pm during term time. The club is also open for one week during the Easter holidays and two weeks during the summer holidays. Children attend for a variety of sessions. Children are cared for across two classrooms and have access to an enclosed outdoor play area. There are currently five children in the early years age range on roll. There are currently five staff working directly with the children, three of whom have an appropriate early years qualification. Two of the staff have appropriate qualifications at level 5 and one has an appropriate qualification at level 3. The club receives support from the local authority. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the safeguarding policy includes the correct contact details of the appropriate agency for making referrals and includes information on how the use of cameras and e-safety are managed at the club
- formalise the supervision sessions held with staff, to ensure there is a clear focus on continuous improvement, in order to promote children's well-being to at least a good level.

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

- enhance the opportunities for children to learn how to negotiate with others, the sharing of toys and taking turns in activities, for themselves.

Inspection judgements

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

The provider has been proactive in making changes to how the sessions are organised, following the last inspection. Staff make sure that children are able to access the classrooms as soon as school finishes. In addition, children now have access to two classrooms, which means that activities are more age appropriate. As a result, children are much more engaged and do not have to wait around before they can engage in play. Staff listen well to children, making sure they give time for children to express what they are

feeling. They respond in a very positive manner towards children and encourage their involvement in activities. For example, when children dress up as super heroes outside, staff extend their play with appropriate questions. They ask 'What are you going to do?' and encourage children to think how super heroes save people, rather than just pretending to fight others. This supports children in thinking about the positive side of play. Children are confident and engage in conversations with adults, expressing the fun they are having.

Staff provide a wide range of activities that build on children's interests. As a result, children engage well and show good enthusiasm during play. For instance, dressing-up clothes are now available, because children requested specific outfits. The provider has shown good commitment to improving the range of resources available for outdoor play. Consequently, children are motivated and enjoy the time they spend outside. Staff plan more exciting activities, such as den-building following the recent training attended. Children have tents to hide in and develop their imagination, and binoculars, which they use for exploring. Children are able to use the story area outside and have great fun practising cartwheels. There is fantastic space for them to run around in and older children engage in games of football on a regular basis. Children develop their climbing, swinging, and balancing skills and show good skill when using the fixed equipment in the grounds.

Children are able to make clear choices about their play through the wide range of accessible resources within the rooms. This develops their independence and motivates their interest. Children enjoy playing with their friends, flicking the counters into the trays. Staff explain the game clearly, so that children know they need to get four yellow counters in a row to win the game. Children concentrate well as they try to do this. This builds on their understanding of number, and shows they are able to follow instructions. They confidently talk to their friends during play. This promotes children's skills for future learning at school. Staff use praise to very good effect, and this encourages children to persevere with tasks. For example, staff say 'Well done' as children spread the jam on their toast, and suggest that they tell their parents of their achievements. Consequently, this raises children's self-esteem to a high level. Staff discuss children's progress with parents on a daily basis to ensure they are fully informed and can continue with any activities at home. This ensures that children's individual needs are met to a good level.

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

Staff promote children's understanding of safety within the club to a suitable level. They remind children not to swing the toys around in the air as they may hit themselves, or someone else in the face. Outside, there are designated areas for older children to play football, which ensures safety for the younger ones. There are clear rules for use of the computer and staff make sure that controls are in place so that only authorised websites can be accessed. However, staff do not provide information to parents and children, so that they are clear on how e-safety is promoted at the club. There is a lack of information in the safeguarding policy relating to the use of cameras. Consequently, this does not ensure that both parents and children are aware of how these should be used, before they start at the club.

Children play well together and staff set clear boundaries to ensure children stay safe. Staff tell children to be careful so that they do not push each other when sitting on the bench. They remind children not to snatch toys off others and to share nicely with their friends. Consequently, children behave well and older children show care for the younger children. However, on occasions, staff do not encourage children to negotiate for what they want to play with, to enable them to learn how to manage their own behaviour. Staff place high importance on developing children's independence skills. Children pour their own drinks, manage their self-care well when going to the toilet and put on their own clothing to play outside. Children are keen to make the room tidy and carry the toys outside for play. As a result, children are confident to help staff whenever they can.

Staff provide a very welcoming environment for children. Younger children have their own room to play in and there are consistent key persons available. The key persons also work with the children during the day at school. This enables children to form positive relationships with staff. As result, children are happy and enjoy their time at the club. There is a clear settling-in policy for new children. Staff obtain detailed information from the parents about children, including their likes and dislikes, and any allergies they have. This enables staff to support children's emotional well-being and meet their health needs. Staff promote a healthy lifestyle for children to a good level. Snacks are healthy and nutritious and children have good access to fresh drinking water. Staff make sure children follow good hygiene routines, checking that they wash their hands before sitting down to eat their food. Children regularly play outside in the large grounds, and there is a good range of equipment to develop children's physical skills.

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

The provider has a satisfactory understanding of their responsibility in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have an appropriate understanding of safeguarding procedures. Many have attended safeguarding training and this ensures they are alert to the signs and symptoms that may give cause for concern. They all understand the need to report any concerns. However, the safeguarding policy does not include the relevant contact details for the child protection agency, to make referrals to. This does not ensure that all staff have the correct information to follow up on any concerns. In addition, the policy does not cover the use of cameras in the club, which is a partial breach of the requirements of the Early Years Foundation Stage. However, this has little impact on children as there are clear verbal procedures in place, which prevent children being put at risk. Staff take clear action to promote the safe use of the computer and internet in the club, although, this is not extended to providing information for children and parents. There are clear recruitment procedures undertaken and appropriate suitability checks are in place for all staff. This helps to ensure that children are cared for by suitable people. Staff are vigilant in ensuring that the premises and outdoor areas are safe and secure. Risk assessments are completed and staff check the outdoor area for safety, locking the gates prior to children playing outside. Staff make sure that only one door is used by parents to collect their children, and this is monitored

closely by staff. As a result, children are kept safe. A number of staff hold a current paediatric first-aid certificate. This ensures that staff are able to deal with any medical emergencies as they arise.

The provider has adequate systems in place to evaluate what is offered. Since the last inspection, where the setting received a number of actions to improve, and one subsequent monitoring visit, the provider has implemented appropriate changes. This shows a suitable commitment to improvement. She has improved security, record keeping for accidents, staffing arrangements, and supported the continued professional development of staff. As a result, children's safety and welfare are now promoted to a satisfactory level. There is a good level of qualified staff present at each session and additional staff are now working at the club. Parents now have to book their children in for each session. This ensures staff are able to fully support and supervise children appropriately. The provider identifies the training needs of staff and they make good use of the ideas obtained from recent training attended, which was specifically for out of school clubs. For example, staff provide a wider range of activities in the outdoor area. Consequently, children play well together and enjoy their time at the club. Staff have annual appraisals, and regular discussions take place to identify any practice issues. However, the provider does not formalise the supervision sessions held with staff. This does not fully ensure that staff promote children's well-being to at least a good level and that practices continue to improve.

Staff form good relationships with parents and recognise the importance of sharing information on a daily basis. This ensures they meet children's individual needs. Parents also have access to the club's policies, so that they are informed of how their children are cared for. Staff value parents' input and seek their views on a regular basis, so that they can improve what they provide. Discussions with parents on the day of the inspection show that they are really happy with the club. They report that their children 'absolutely love it', and 'refuse to leave' when they collect their children. They also say that the club 'is better now following the changes, as the two classrooms are being used'. Staff have good relationships with the class teachers and regularly discuss how they can support the children. As the majority of the staff from the club work within the school during the day, they know the children very well. As a result, children are very settled in the club.

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	EY219318
Local authority	Staffordshire
Inspection number	973460
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	47
Name of provider	Dawn Elizabeth James
Date of previous inspection	11/04/2014
Telephone number	01283 790174

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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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