

The Fielders Out of Hours Club

Field Lane, STOURBRIDGE, West Midlands, DY8 2JQ

Inspection date	06/10/2014
Previous inspection date	21/05/2010

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, on occasions, do not consistently manage older children's behaviour effectively. This results in children dominating the group, which affects younger children's ability to play without interruption.
- Children are provided with a suitable range of activities. They play well independently, using their imagination and creative skills.
- Partnerships with the school and parents are strong and information about children's individual needs is routinely shared to ensure that children are provided with consistent care.
- Children are safeguarded as staff have a secure knowledge and understanding of their roles and responsibilities for child protection.

It is not yet good because

- Staff, on occasions, do not consistently manage older children's behaviour, resulting in them dominating the group. This affects younger children's ability to play uninterrupted.
- Staff do not always promote children's already good independence skills through routine activities, such as snack time.
- Self-evaluation lacks rigour, which means that priorities for development have yet to be fully identified to support long term improvement.

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 the staff engaging in a range of indoor and outdoor learning activities.
- The inspector held discussions with the two managers and staff.
The inspector looked at documentation, including a selection of policies and
- procedures, evidence of staff suitability and qualifications, and the children's learning records.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Amanda Tompkin

Full report

Information about the setting

The Fielders Out of Hours Club was registered in 2001 and is on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The club operates from Oldswinford Church of England Primary School, near Stourbridge. All children share access to an enclosed outdoor play area. The club opens Monday to Friday, during the school term, from 7.45am until 8.45am and from 3.30pm until 6pm. It also opens during the school holidays from 8am to 6pm. The club employs five staff, of whom four hold appropriate play work or early years qualifications. There are 74 children on roll, of whom 11 are in the early years age range.

What the setting needs to do to improve further

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

- review the methods used for managing behaviour to ensure they are appropriate, with regard to older children, so that they clearly adhere to the boundaries of behaviour and all children can fully enjoy play activities in the club.

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

- increase children's already good independence skills, for example, by providing consistent opportunities for them to serve their own food at snack times
- develop the evaluation systems in order to inform the setting's priorities and set challenging targets, to support long-term achievements, and improve outcomes for children.

Inspection judgements

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

Children are happy and settled at the club where the emphasis is on learning through play and having fun. They enjoy attending and receive a warm welcome from staff on arrival. Children settle quickly into the routine and sit and chat to their friends about their school day. Staff respond well to children's preferences for play and set out the resources accordingly. This means that children's needs are met as they choose from the resources from the tables. Staff demonstrate that they know the children well and regularly observe them as they play. They take note of children's self-initiated play and use this information to inform their planning and to ensure that the children's interests are used as a basis for future learning. As a result, children are achieving and developing a good level of skills to

support their future learning as they move up through school.

Staff have an effective partnership with the attached school. The club receive updates about what the children are learning in school. Consequently, staff are able to tailor activities to support children's learning within school. On entry, parents contribute to initial assessments of their children's starting points and are kept well informed about their children's achievements and development through regular newsletters and verbal feedback. Consequently, children are cared for according to parents' wishes.

Children develop their physical skills well outdoors, as they have access to the play areas within the school grounds. Children talk freely with peers, staff and visitors. They happily chat to each other as they sit and eat their snacks. Staff use good teaching skills, including asking open-ended questions and supporting children in their chosen activity, such as helping children to build animal collages from items collected on a nature walk. This stimulates them to be active learners and pay close attention. Consequently, children's learning and competence in communication is well supported.

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

Children's personal, social and emotional development is effectively supported within the club. A good key-person system is in place and staff gather information from parents to ensure each child's individual needs are met. As a result, children show a real sense of belonging, are confident and form positive relationships with adults and other children. Children are very happy and settle well in this club, staff greet children with enthusiasm and show genuine interest about how their day at school has been. Their move into the club is managed well and helps them to feel confident and happy in their surroundings. Information obtained from parents ensures staff are informed about children's preferences and they use this effectively during the settling-in phase. Children confidently make choices about what they would like to play with.

Children's health and well-being are supported effectively. Staff provide children with healthy snacks and water is always accessible to the children. Children's individual dietary needs are discussed with parents and taken into account at snack times. Children are encouraged to manage their own self-care needs and they are reminded to wash their hands before snack time. However, there is further scope for children to serve themselves food during snack times to further promote their independence. Children enjoy mixing with children of different ages. This helps them to form other friendships, develop their social skills well and to increase their confidence. As a result, children continue to be emotionally equipped to make sound progress at school.

Most children in the club are well behaved. However, some boisterous older children engage in disruptive behaviour at times and staff do not consistently manage this type of behaviour appropriately. As a result, children's play is interrupted. Children learn about staying safe through daily routines and discussions. Staff give gentle reminders to ensure they develop a good awareness of safe behaviour. As a result, children show a good understanding of personal safety. For example, they know that they need to take care when negotiating the large climbing frame in the playground. Their understanding of

safety is further promoted as they learn about fire safety. Staff practise the evacuation procedure regularly with them to ensure they know what to do in the event of an emergency.

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

The managers of the club understand their responsibilities in meeting the safeguarding and welfare requirements appropriately. The managers and staff have a clear understanding of their responsibilities to protect children in their care. Policies are reviewed and updated regularly to reflect current guidance from the Local Safeguarding Children Board. Staff carry out daily checks of the premises, including the outside play space to ensure that children are safe at all times. There are effective vetting and recruitment procedures that ensure all persons employed are suitable to work with children. The management team discuss ongoing suitability with the staff during appraisals and regular supervision sessions. These are also used to discuss the professional development of staff and their training needs. The premises are secure and visitors are asked to sign the visitors' book, which further safeguards children. In addition to this, children are supervised well, both indoors and outdoors.

There is a system in place to reflect on practice; however, this is not robust enough and does not clearly identify areas for improvement. This results in priorities for improvement being missed or not addressed promptly, such as monitoring behaviour management strategies to ensure they are used consistently by staff. As a result, children do not benefit from effective plans to secure continuous improvement. Management and the staff team are well aware of the benefits of working in partnership with parents and other professionals. Strong links are established with the host school which ensure children's progress is fully complemented.

It is evident from discussions with parents that they are extremely happy with the service the club provides. For example, one parent stated that 'staff are very welcoming, they know my child well and she absolutely loves coming'. They appreciate how well staff helped their children settle-in when they first joined the setting and adapted to their needs. Staff encourage parents to take an active part in their child's learning through daily feedback, questionnaires and social events. This encourages parents to be enthusiastically involved in extending their children's learning at home through play.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Not Met (with actions)
The requirements for the voluntary part of the Childcare Register are	Not Met (with actions)

To meet the requirements of the Childcare Register the provider must:

- ensure children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register).

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	258821
Local authority	Dudley
Inspection number	867132
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	74
Name of provider	The Fielders Clubs Limited
Date of previous inspection	21/05/2010
Telephone number	07941 664 855

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

