

# Victoria Out of School Club and Playcentre

Windmill Youth Centre, Messenger Road, SMETHWICK, West Midlands, B66 3DX

<b>Inspection date</b>	28/07/2014
Previous inspection date	13/02/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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 enjoy their time at the provision as staff use effective teaching and plan a variety of interesting 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. Children and their key persons are forming close attachments and staff are good role models, which supports children's good behaviour.
- Partnerships with parents and carers are effective because there is good two-way communication, ensuring all parties are well informed to meet children's needs.
- Effective management procedures, such as regular supervision and monitoring of practice, enhances staff performance. The self-evaluation process includes staff, parents and children and improvements bring about effective changes that benefit children. Safeguarding children is a priority.

### It is not yet outstanding because

- Opportunities to build on the already good practice of staff are not fully utilised.
- Staff do not always maximise children's opportunities to freely access the extensive range of resources and equipment.

## 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 including, attendance registers for children, staff and visitors, risk assessments, self-evaluation records and the provider's improvement plan, staff suitability and qualifications, the complaints log and a range of policies and procedures.
- The inspector observed activities in the indoor play areas and checked other areas used by children and the outdoor play areas.
- 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 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

Victoria Out of School Club and Playcentre was re-registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from one room at a Youth Centre in Smethwick, West Midlands and is managed by Sandwell Adventure Play Association. The club serves the local catchment area and is accessible to all children. The premise has a ramp for wheelchair access. There is an enclosed area available for outdoor play. The club employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one at level 2. During school term times, the out of school club opens Monday to Friday, from 3.30pm until 6pm and during the school holidays, the play centre is open from 3.15pm until 6.15pm. During school holidays, the out of school provision is open from 8am until 6pm. Children attend for a variety of sessions. There are 41 children on roll, of these, two are in the early years age group.

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

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

- build on the targeted programme of professional development, so that staff are constantly improving their already good understanding and practice, to help them further develop their teaching skills, so that children's learning is fully maximised
- develop the already stimulating environment, for example, by improving children's access to the broad range of indoor and outdoor resources and equipment, to further promote and challenge their learning during their child-initiated playtimes.

### 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 to support children's learning and development. For example, there is now a designated member of staff in place to support staff to plan a challenging educational programme for children. As a result, activities are now more linked to children's interests and complement the learning they receive at school. This includes providing books and junk-modelling resources for children to explore and group discussions about making pyramids when finding out about the life of the Egyptians. Children also complete quizzes about the variety of topics they explore. In addition, children enjoy a range of activities that effectively support a variety of areas of learning and help promote their continued achievements in readiness for their move up through school. For example, children enjoy reading books, drawing, painting and using a range of tools. Consequently, they are further developing their dexterity and hand-to-eye coordination as they play.

Staff support children's mathematical thinking and literacy skills as they join in with their board games and play word games with them. In addition, children chose their own books from the library van that visits the setting every week. This also supports children in building on their learning at school. Children enjoy having visitors to the setting. This includes the dentist who talks to them about oral care. Following this, children hold discussions about food that is good or not so good for their teeth and their body. Family members come along to share their skills. One parent talks to the children about his skills as a barber. Children carry on their learning as they play imaginatively with the dolls, having a go at braiding their hair supported by staff. Staff encourage children to explore a range of festivals and cultures around the calendar year. For example, during Black History month, children dress up as their favourite celebrity. Others dress in traditional African wear. They talk to their peers about why these characters are their favourite people. Consequently, their self-esteem is fostered as they positively acknowledge their own cultures and those of others and so they feel a strong sense of belonging.

Children's interests are further supported through outings to places of interest. These includes visits to local parks, where children join in with glass-painting activities and enjoy running around the grounds with exuberance alongside their peers. As children notice their surroundings, they take photographs of the clouds, trees and wildlife around them. Staff encourage children to talk about their day and their photographs back at the setting. During such times, staff encourage children's language and communication through open-ended questions and encourage them to take turns in listening and talking with one another. Consequently, children are building confidence in their own abilities and are able to talk in large groups about their findings. Staff make regular observations of children's play, which is assessed and used to plan their play experiences. There is an array of information displayed for parents, including children's activities and how this covers the Early Years Foundation Stage. This, as well as a good two-way exchange of information, helps to strengthen partnerships with parents.

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

Each child within the early years age group has a designated key person who supports their learning and care. All staff are good role models and praise children for their efforts to behave well and be kind to others. Children show empathy towards one another and staff caring for them. Consequently, children and staff are developing strong attachments. This also fosters children's good behaviour. Parents are encouraged to share information about their child's needs and interests and through this shared approach, children's well-being is effectively supported.

There is an extensive range of resources and equipment within the setting to support children's learning and development. However, as some of these are stored in another room, which children do not have access to, there is an emphasis on children having to remember the broad range of opportunities for their child-initiated play times. Consequently, staff do not always maximise children's informed choices during these times.

Children's healthy lifestyle is fostered because they have regular access each day to the outdoor play areas and a range of climbing and balancing equipment. They are able to be physically active indoors in the large gym, during very poor weather, where they play team games. Consequently, children's physical development and risk-taking skills is suitably supported. Children enjoy healthy snacks during the session, which include drinks of water, fruit and toast. Children are aware of the importance of good hygiene as they clean their hands before they eat and after visiting the toilet. Children's learning about personal safety is fostered because staff talk to them about road safety and include them in the evacuation practices of the setting.

### **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 example, the management now ensures that all records are readily accessible and available on site, to maintain safe and efficient management of the setting at all times. This includes ensuring that evidence of staff qualifications and training is recorded and that all staff have a Disclosure and Barring Service check in place, to assess their suitability to have contact with children. In addition, the management now also ensures that all references and identify checks are obtained for all staff, in order to demonstrate that safe recruitment practices are being followed. Consequently, the suitability of adults who have contact with children is checked in-line with statutory regulations. As a result, children's safety and well-being is now a priority and effectively assured.

The management and staff have attended safeguarding training. They follow the appropriate policy and procedure and know who to contact should they have any concerns. In addition, there is an up-to-date policy to ensure clear procedures are followed in the event of an allegation against a member of staff and for the appropriate use of mobile telephones and cameras. Staff also undertake risk assessments of all indoor and outdoor areas and all outings off the premises. Consequently, staff's knowledge and practice is embedded to ensure all children are suitably safeguarded and protected.

At the time of the last inspection, the provider was asked to ensure effective performance management systems were implemented to improve the monitoring and supervision of staff caring for younger children. The management implemented periodic supervisions with all staff. This is now further supported through observations of staff practice. The management and staff have also worked together to identify training to improve staff practice. Because of various training sessions, staff have improved their awareness of how younger children learn and develop and are supporting children by using a range of strategies which are recognised as promoting effective learning. Consequently, staff now use more open-ended questions with children and provide interesting activities to help them develop their skills across a range of areas of learning. In addition, staff have attended training that supports positive relationships between the setting, parents and the school. There is now good liaison between all parties, which ensures children's individual needs are identified and met and that they settle well within the setting. As a result, staff

are now better able to support children's ongoing progression. This is also now monitored by the manager. The management undertakes self-evaluation, which includes the views of staff, parents and their children. They identify any strengths and any areas for further improvement over time, to benefit children attending. Although staff have completed some good training, the targeted programme of professional development is not yet building on their good practice to enhance the provision for children even further. Consequently, children's learning and development is not always fully maximised.

### **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

<b>Unique reference number</b>	EY441700
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	965394
<b>Type of provision</b>	
<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>	41
<b>Name of provider</b>	Sandwell Adventure Play Association Committee
<b>Date of previous inspection</b>	13/02/2014
<b>Telephone number</b>	0845 352 2399

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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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