

# 115 Club Moordown

Moordown St. Johns C of E Primary School, Vicarage Road, BOURNEMOUTH, BH9 2SA

<b>Inspection date</b>	30/10/2014
Previous inspection date	08/06/2012

<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 are happy, settled and have good relationships with adults and their friends.
- The stimulating play activities are well planned. Staff have a flexible approach involving children in the decision-making process so these activities follow children's interests.
- Staff have a good understanding of safeguarding issues and procedures, and promote children's safety well.
- Staff provide children with clear, consistent boundaries and behaviour expectations. As a result, children play together well and show consideration towards others.

### It is not yet outstanding because

- Staff do not always make full use of everyday opportunities to promote consistent support for children's growing independence.
- Staff do not make the most of the play space to provide a quiet area for children to relax and promote children's literacy skills as well as possible with free access books.

## 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 children's play and staff interaction, indoors and outside.

- The inspector completed a joint observation with the manager.

- The inspector talked with staff, parents, and the manager.

- The inspector looked at documentation including a sample of children's records, planning and staff suitability records.

## Inspector

Dinah Round

## Full report

### Information about the setting

The 115 Club Moordown is one of a group of seven privately owned out- of-school clubs. The club registered in 2002 and re-registered in 2011 when its management statues changed to a limited company. The club operates from Moordown St John's C of E Primary School in the Moordown area of Bournemouth, Dorset. Children have use of a studio classroom with an attached kitchen, and have access to the school hall and gym. Children use an enclosed outdoor play area, and the school playground and field. The club is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 120 children on roll and eight children are on the early years age group. The club is open five days a week during term time. The breakfast club operates from 7.40am until 8.40am and the after-school club operates from 3.25pm until 5.45pm. The holiday club is open between the times of 8am until 5.45pm during school holidays. There is a team of six staff that works with the children, with two permanent staff employed to work in the before- and after-school club. All staff hold recognised early years qualifications.

### Inspection judgements

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

Children enjoy their time at the club. When they arrive, they eagerly select their chosen play activity. Having this choice helps them be keen to participate. Parents provide staff with details about younger children's likes, dislikes and preferences. Staff use this information to set up play experiences to interest them. This helps the children to settle in quickly.

Staff link closely with teachers from the school so they can follow any specific activities to provide continuity for children's care and learning. The staff's flexible approach to planning means they follow children's interests, for example by including a talent contest. Well-planned activities incorporate specific topics and themes, such as autumn. Activities reflect the areas of learning.

Staff interact positively with children to discuss the planned activities and what the children want to do. For example, they talked with children about items they thought they would find on the planned nature walk, so helping develop children's thinking skills. This walk captivated children's interest and they eagerly set off in their groups to collect various materials, such as leaves and sticks to use for model making. The children shared their ideas with their friends generating lots of discussion. On return to the hall, they excitedly talked about what type of model they were going to make, such as a hedgehog. They pressed and manipulated clay with their fingers and used the materials they had collected to create their individual models. Staff interacted well with children during the activity, encouraging them to communicate and express themselves. This enabled children to use their conversation skills, follow their own creative ideas and fostered using their imaginations. The children proudly showed their finished creations to others. Staff praised children's achievements, helping to boost their self-esteem. This good quality teaching

engaged children's interests successfully and provided good challenge. Children develop good relationships with staff and other children. They work together well, including when they discuss their team names for the day at the beginning of the holiday-club session. All children become involved in the process. They show that they understand the importance of listening to others and negotiate a name. Staff give children clear and consistent messages on how to behave and as a result children cooperate together and behave well. Older children show consideration towards the younger children during the various games, such as the game of football outside. They all decide on the rules and take turns to kick off with the ball, playing together well. Children had fun as they explored the challenging wooden outdoor play equipment, practising their physical skills. They waited patiently for their friends before having a turn to climb and balance on the apparatus. This promotes children's physical development well and adds to their enjoyment.

Staff provide children with time and space to practice and build on the skills for the next stage in their learning, such as those they learn currently in school. Staff provide for early writing activities, for example. They encourage the children to write their names on their artwork helping to promote children's early writing skills. This helps their early literacy development but staff do not make provision for children to browse through books independently to further encourage their love of books and reading.

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

Children benefit from the welcoming, relaxed environment. Strong partnerships established with school staff and parents mean club staff support children's needs well. Children attend from a variety of 115 clubs in the area during the holiday sessions. There are staff from the other clubs working during the holidays which means that children are cared for by familiar adults which helps them settle and feel emotionally secure. The holiday-club session is organised to provide separate areas for children aged over eleven years. This enables staff to tailor the activities for the differing age groups and provide all children with their own suitable space to play.

Children confidently move around the play areas to select their activities from the equipment set out. The club is well resourced. Staff organise a variety of play equipment and resources well so children have choice. However, staff do not always provide easy access to a quiet area where children can sit quietly, either on their own or with a friend and enjoy books.

Children sit together and happily chat with their friends at snack time. However, staff do not always have very high expectations of children's ability to develop their personal skills, for example in preparing snack foods and pouring their own drinks. Staff provide children with a good range of healthy snacks and liaise with parents about any children's special dietary needs so these are accommodated.

Staff complete effective daily checks of the premises to enable them to identify and minimise risks to children. As children's attendance varies during the holiday club, the staff carry out a daily safety talk to reiterate safety messages. All children get involved in the

group discussion and show they are clear about how to keep themselves and others safe. For example, children share the importance of not running inside.

Staff supervise children well. They count the children in and out carefully as they move from the indoor and outdoor play spaces to make sure they have everyone. They do a visible check of the outdoors before children use the play areas, such as making sure the wooden play equipment is not slippery. This check enables children to play and explore in all areas safely. The staff follow clear procedures when taking children on outings to help keep children safe. They talk to children about how to behave when away from the club and teach them about road safety and stranger danger. This discussion helps raise children's awareness of possible dangers and teaches them how to keep themselves safe.

Good use is made of the outdoor play spaces to provide children with fun and challenging play experiences. Children make effective use of the school grounds including a wooden adventure playground and open spaces to play games of football and tennis. As a result, children get plenty of fresh air and exercise which successfully promotes their physical development. The staff set up the resources and activities on a daily basis to offer children a variety of play opportunities that help to support children's all-round development.

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

Staff have a good understanding of their responsibilities under the Early Years Foundation Stage safeguarding and welfare requirements. The provider ensures that management and staff implement the club's policies and procedures. Documentation and records are regularly checked and updated to make sure staff have the required information to support children's individual needs. Clear procedures are in place for the recruitment and vetting of staff to check their suitability to work with children. All staff have in-house safeguarding training with the senior staff members attending external safeguarding training. This means that staff have a good understanding of their responsibilities to safeguard children. They are clear of what to do if they have a concern about a child in their care. Staff carry out effective risk assessments for all areas used by the children, and for any outings. These help to identify and minimise risks to children so they can play in a safe environment.

Staff work together well as a team. Management deploys them effectively to ensure good supervision of children at all times. Good staff induction, alongside ongoing supervision and discussion, means that staff are clear on their individual roles and responsibilities. Staff update their first-aid training regularly and the majority of staff have a current first-aid qualification, so there is always someone available to care for children if injured or unwell.

All staff are expected to undertake regular training as part of their continuous professional development. Delegation of staff responsibilities works well. For example, one member of staff has a lead responsibility for organising planning of activities for the clubs. She meets with the staff and holds a pre-briefing to discuss the organisation of the holiday activities.

This approach helps to ensure the sessions run smoothly.

Overall, staff provide a stimulating range of activities that keep children interested and occupied. At times, they do not make the most of opportunities to increase children's independent learning, including use of books. Staff continue to reflect on the play activities to help them assess what works well and what they need to adapt for future activities. The management carry out regular visits to the club to monitor the quality of the session, assess how children are behaving and focus on whether the staff follow the ethos of the club. They welcome feedback from both parents and children on ways to improve to the club.

Parents receive clear information about the club through the company's website, notices and ongoing discussions with staff. This informs them about the club's procedures and provides them with details about the planned topics and activities over the term. Staff link closely with the school to support children's ongoing development. They use the same reward system as the school by awarding the children points for good behaviour. The children are able to transfer their points onto the school system promoting continuity for children as well as good behaviour. Staff keep parents informed about their children's care and well-being through the regular discussions during handover times.

### **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>	EY439937
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	824476
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	48
<b>Number of children on roll</b>	120
<b>Name of provider</b>	115 Childcare Services Ltd
<b>Date of previous inspection</b>	08/06/2012
<b>Telephone number</b>	07732127731

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

