

School Club

The Little School, High Street, Barlborough, Chesterfield, S43 4ET

Inspection date	04/11/2014
Previous inspection date	22/11/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff have a good knowledge of safeguarding policy and practice. As a result, children are well protected and safeguarded at all times.
- Teaching complements the children's learning at school, because activities enhance and extend children's experiences through purposeful fun.
- Caring and sensitive staff provide a nurturing environment. This gives children a strong sense of belonging and promotes their well-being.
- Leadership and management is good. The management have identified key areas for development and are proactive in self-evaluative practice. As a result, children's learning experiences continually improve.
- Children have consistency and continuity of care as there are effective partnerships between the club, schools, carers and parents.

It is not yet outstanding because

- There are few resources available to enhance children's understanding of diversity within the environment, to help them learn to value and respect differences.

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 activities in the playrooms.
- The inspector observed the collection of children from the school.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with an owner and the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Ruth Moore

Full report

Information about the setting

School Club was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a community hall in the Barlborough area of Chesterfield. It is a privately owned out of school setting, which is part of Fairy Tales Day Nursery Partnership. The club serves the local area and is accessible to all children. It operates from three rooms, including the kitchen and there is an enclosed area available for outdoor play. There are three staff who work directly with the children, all of whom have an appropriate early years qualification, two at level 3 and one at level 2. There are 181 children on roll, eight of whom are in the early years age range. The club operates Monday to Friday from 7.45am to 9am and from 3pm to 6pm during school term time. It also provides care during school holidays from 7.45am to 6pm. The club receives support from the local authority.

What the setting needs to do to improve further

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

- extend children's understanding of diversity by increasing the current range of available resources, such as through visual displays and equipment.

Inspection judgements

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

Children clearly enjoy their time in the club because they build good relationships with staff and the other children who attend. Teaching is good as staff have a very good knowledge and understanding of how to complement children's learning at school. They work very closely with the school teachers to identify and provide individual support for children's learning. Detailed information about the children's abilities is collected during the settling in period from the parents and the children. Staff then carry out observations and assessments, which are linked to the prime and specific areas of learning. This supports the planning of activities, which provide good levels of challenge appropriate to the children's ages and stages of development. Consequently, children develop the key skills needed for the next stages of their learning.

The club provides a calm and welcoming setting for the children who attend after school. Children are encouraged to explore ideas, learn from each other and to take part in shared thinking. This supports children's communication and critical thinking skills. It helps to motivate children to take part in new experiences and to learn through trial and error. It also ensures activities are purposeful and developmentally appropriate. For example, the children and a member of staff make a game using cardboard and coloured counters. While the activity takes place, the member of staff asks open-ended questions which encourage the children to be imaginative and enhance their language skills. Children of

different ages play the game together and even the youngest are active participants, positively encouraged by the staff. This enhances children's self-confidence and skilfully supports the growth of self-esteem.

Partnerships with parents are good. They receive comprehensive information about the setting prior to their children starting. Through daily discussions, emails and newsletters, staff discuss activities with parents and information about children's learning in school is shared. Parents report that their children enjoy attending the out of school club and are settled and happy. They express a high regard for the service provided and the friendliness and approachability of the staff.

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

Staff are warm and friendly and help all children to feel included. Consequently, children are fully engaged in the activities on offer and are active participants in the club. Children are happy and confident as they eagerly move around the club, making independent choices about what activities they would like to take part in. This supports their emotional well-being effectively and promotes a smooth move for children from school and their home. The staff are good role models. Any unwanted behaviour is calmly dealt with, while positive actions are praised and encouraged. All of this means children are developing a good sense of social responsibility and a sense of self-worth. Children learn about differences as other cultures are explored during festivals, such as Chinese New Year, Easter and Diwali. However, there are few resources available to expand on children's understanding of diversity, for example, with visual displays and more open-ended resources. Therefore, their understanding of the diverse world is not as fully maximised.

Children are supported to develop a good understanding of the importance of a healthy lifestyle. Children's health is supported well as they are offered foods that reflect a healthy, balanced diet and they always have access to water or juice throughout the session. Children have plenty of fresh air and exercise as they walk to and from the school and they learn about road safety as they follow the safety rules that staff teach them to support their health and well-being. Children increase their understanding about health and hygiene through established daily routines. For example, they learn to wash their hands after creative play and prior to eating food. Through play and routines children are developing a good understanding of how they can keep themselves safe.

There is a strong family feel to the club as many children attend with siblings. All ages are included in activities, such as messy play, playing guessing games and craft activities. Meaningful conversations between staff and children ensure that children's opinions are heard and their comments valued. The child's voice is noted in evaluations of all club activities and used to plan future sessions. As a result, children are involved, active and motivated by the interesting opportunities and experiences available to them. They are very well settled and enjoy their sessions in the club. This all contributes well to helping children progress in their learning and development as they move through school.

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

The club is led by an enthusiastic manager who is fully committed to providing good quality care and education for children. Staff are well qualified and this has a positive impact on their knowledge and understanding of the Early Years Foundation Stage. Staff understand their responsibilities to safeguard children. They capably describe procedures that they would follow to protect children from harm or neglect, should a concern be raised. Recruitment procedures are robust and all staff and the owners undergo Disclosure and Barring Service checks to ensure they are safe and suitable to work with children. Staff are vigilant about the security of the premises and check all visitors identity before allowing entry. Relevant policies and procedures are updated in line with current requirements. Accidents are monitored and there are clear procedures in place to record these and share this information with parents. As a result, children are kept safe while at the club.

All staff show a clear understanding of the learning and development requirements and strive to deliver an effective and enjoyable learning experience. Good adult to child ratios are maintained and staff are very well deployed, ensuring that children are well supported in their play and learning. New staff benefit from a full induction, which ensures they are quickly aware of the routines, policies and procedures. Supervision meetings are carried out every term and appraisals are carried out every year and all staff have a training plan which gives the manager the knowledge to be able to find suitable courses for the staff. Staff with lower qualifications are given good support and encouragement to develop their professional knowledge. Systems for self-evaluation have been developed and there is a detailed improvement plan for the future. Consequently, outcomes for children are continually improving. Since the last inspection by Ofsted, the club has developed stronger partnerships with schools by holding frequent discussions with the teachers regarding children's next steps and behaviour. This information is used to plan effective activities to fully support and complement children's learning within the out of school club. In addition, opportunities for children to be independent have been increased so that they help to choose and prepare their own snack.

The club demonstrates a good understanding of the importance of working with other professionals in order to ensure that children receive appropriate support tailored to their individual needs. Regular two-way sharing of information is valued and used effectively to plan club sessions. Partnerships with parents are good. They receive good information about the setting prior to their children starting. Parents report that their children enjoy attending the out of school club and are settled and happy. They receive verbal feedback from staff about their children's well-being when they collect them at the end of the session. Parents express a high regard for the service provided and the friendliness and approachability of the staff.

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	EY423278
Local authority	Derbyshire
Inspection number	962915
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	35
Number of children on roll	181
Name of provider	Fairy Tales Day Nursery Partnership
Date of previous inspection	22/11/2013
Telephone number	01246 810848

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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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