

# The Breakaway Club

Brasshouse Lane, Smethwick, West Midlands, B66 1BA

<b>Inspection date</b>	30/10/2014
Previous inspection date	29/07/2014

<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		3
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

- Children enjoy attending the club and have built secure bonds and relationships with staff and other children. As a result, their emotional well-being is appropriately met.
- The provider ensures that children are effectively protected. This is because all staff are knowledgeable about safeguarding procedures and secure suitability checks are in place for all adults involved in the club.
- Staff have a sound understanding of the need to develop strong partnerships with parents, taking into account their differing views and the needs of their children.

### It is not yet good because

- Staff have not yet made links with other providers, such as schools, to ensure information is shared to complement children's experiences as they move between settings.
- Children are not fully supported by staff to gain an understanding of what can contribute towards them leading a healthy lifestyle, such as making healthy food choices.

## 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 teaching and learning activities in the main hall and accompanied staff and children to the park.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector met with the senior management team, looked at children's development records, evidence of staff suitability and a range of policies and procedures.
- The inspector took account of the views of parents and carers provided on the day of inspection.

## Inspector

Rupinder Phullar

## Full report

### Information about the setting

The Breakaway Club was registered in 2005 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from the main hall in Brasshouse Lane Community Centre, which is located in Smethwick. Children attend from the local area and use facilities, such as the local park, on a regular basis. There are currently 40 children on roll, of which one child is in the early years age range. The club is open on various days from 9am to 4.30pm, during school holidays. The club employs six members of staff. Five staff hold an appropriate early years qualification at level 3. The club also caters for children aged from five to 13 years.

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

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

- make sure links are made with other providers, such as schools, so that information is gained and shared to complement children's experiences across the different settings they attend.

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

- help children gain a better understanding of the importance of leading a healthy lifestyle, with particular regard to making healthy food choices.

### Inspection judgements

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

Overall, children enjoy their time at the club. They are adequately supported to acquire the skills and capacity to develop, learn securely and be ready for the next stages in their learning. Staff are aware of how to meet children's learning through play. Children eagerly engage in a range of planned activities that provide sufficient levels of challenge, appropriate to their ages and stages of development. These take appropriate account of the different ways in which individual children learn and the stage of learning and development for each child. This is supported by suitable written records completed by the staff. Staff gain details about children's interests through discussions with parents and completing registration forms. Therefore, children are happy and confident as they take part in activities.

Staff generally motivate and engage children. They actively involve children in their play and know when to step back, so that children have the time and space to think for themselves. This contributes to children becoming active and independent learners.

Children develop skills that appropriately support them to solve problems and promote their confidence to explore new ways to do things. For example, staff plan themed activities that provide opportunities for children to develop their understanding of nature and the world around them. Children make items, such as seed bombs and fat balls for the birds, which they hang out along the nature trail in their garden. They learn descriptive language, such as 'sticky' and 'goosey', because staff describe the textures of the lard in between their fingers. Children develop their physical and creative skills as they mould different sizes and shapes of the fat balls. They tell others that birds eat these to keep them warm in the winter. Staff readily follow children's ideas and take an interest in what they are saying. As a result, children develop confidence in sharing their ideas, supporting them appropriately in the next stage of their learning.

Partnerships with parents are sound. Staff provide parents with daily feedback when they collect their children and also seek information about children's home lives. This means that information is shared effectively between the club and home and ensures that parents and staff are well informed to best meet children's needs. However, similar partnerships are yet to be developed with other providers, such as schools, so that information can be shared to complement children's experiences across the different settings they attend.

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

Children who attend the club come from a wide variety of schools during the school holiday period. They are settled and form positive relationships with staff and other children, which helps to develop their confidence. Staff focus generally well on supporting the care needs of all children. Children are assigned more than one key person, which parents and carers are made aware of. This helps children to develop a continued sense of belonging and feel assured in case one key person is not there.

Children learn social skills as they are encouraged to take turns during activities as part of a group. Children's self-esteem and confidence in their abilities is promoted because staff praise their efforts. They respond to the staff's positive behaviour management strategies. For example, children say 'I have to be good to get a sticker on my praise chart'. Overall, children are learning about what is acceptable behaviour because staff routinely remind them of agreed club rules and behaviour expectations.

Children learn about self-care and safety through suitable routines, activities and discussion. Children are well used to washing their hands before and after their lunch and after using the toilet. Children's lunches are stored appropriately and parents are encouraged to send healthy food items for their children to eat. However, staff do not fully support children's understanding of how healthy food choices can contribute towards them leading a healthy lifestyle. Children are supported to be independent because they take responsibility for their own possessions, both indoors and on outings. Staff are vigilant when children are playing on the climbing apparatus in the park. Consequently, children learn to take risks safely.

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

Since the last inspection, and subsequent monitoring visit, the provider has worked with the local authority to address the actions and recommendations raised. There is a clear action plan in place and a sufficient number of improvements have been made to their systems and practice. The provider has implemented a secure management structure. As a result, all staff are aware of the roles and responsibilities of individual people in the club. There is a detailed record of staff Disclosure and Barring Service checks, containing reference numbers and the dates of disclosure. The provider has also ensured that up-to-date references for staff are regularly obtained for all existing staff to ensure that they continue to be suitable to work with children. All this ensures that children's welfare is not compromised. The provider has implemented an appropriate system of staff supervision for all the staff. The manager meets with individual staff on a regular basis to identify any concerns and provide guidance and support. As a result, staff working with children are suitably supported and their personal effectiveness is adequately monitored. The provider has implemented a suitable key-person system that is built on secure relationships with parents to ensure that children's needs are met. A range of up-to-date policies and procedures are shared with all staff who sign to confirm that they have read and understood them. Consequently, staff are fully aware of the expectations in the club and implement agreed procedures within their work with children. They have a sound understanding of the behaviour management procedure within the club and ensure children's behaviour is managed in an appropriate way. In the main, children are aware of expectations for their behaviour and are eager to receive stickers that are offered alongside praise for their efforts and achievements. The provider has reflected on and made appropriate changes and improvements to the routine of each day. For example, children now benefit from a combination of both child-initiated and adult-led activities each day. The improvements made since the last inspection have resulted in better management of the club overall and ensure that children experience a better quality care and learning environment.

Children's welfare is assured because the provider and her staff team have an effective understanding of safeguarding children. They know the signs of abuse and have a good understanding of the procedure to follow if they have concern about a child. The provider is aware of the procedure to follow if an allegation is made against a member of her staff. The premises are secure and there are secure collection procedures, which ensure that children are only collected by known adults. There are suitable records in place, including for accidents and medication records, which support the safety of the children. Appropriate risk assessments enable staff to provide a safe indoor environment and opportunities for outdoor play.

The provider and her staff team work closely with parents to ensure information about children's care and learning is gained before children start at the club. Parents' views about the provision are sought through discussion, a suggestions box and evaluations at

the end of each period that the club operates. Written comments from parents demonstrate satisfaction with the provision. The provider understands the importance of building links with schools and working in partnership with them to complement children's learning. However, such relationships are yet to be developed to promote consistency between children's experiences across the different settings they attend.

### **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>	EY341503
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	987419
<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>	40
<b>Number of children on roll</b>	20
<b>Name of provider</b>	North Smethick Development Trust
<b>Date of previous inspection</b>	29/07/2014
<b>Telephone number</b>	0121 555 5672

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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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