

# Smart Kids Out of School

St Michaels School, Weavers Lane, STONE, Staffordshire, ST15 8QB

<b>Inspection date</b>	06/11/2014
Previous inspection date	12/06/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 provide a good variety of activities and resources, to meet the age range of children attending the club. As a result, children are happy and make choices appropriate to their daily individual needs.
- Children are comfortable and relaxed in this homely and friendly club. They develop secure relationships with staff and positive friendships with others. This is because staff promote kindness and respect towards one another, enhancing their emotional well-being.
- Staff have a good understanding of safeguarding procedures and effectively promote children's safety and well-being, through the implementation of policies and procedures. This helps to ensure that children remain safe and secure at all times.
- Relationships with parents are good. Parents highly value the level of care and attention their children receive and how this enhances their well-being.

### It is not yet outstanding because

- Parents are not fully informed about the role that the club plays in enhancing their children's learning in school.
- Information sharing between school and club staff does not always include full details about children's learning to complement the useful information that is already shared and promote continuity for children.

## 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 and interactions between staff and children in the classroom used by the club.
- The inspector discussed the range of activities available to the children with the manager.
- The inspector held meetings with the manager of the provision and spoke with staff and children throughout the inspection.
- The inspector looked at children's records, and a selection of policies and procedures.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation and identified improvements.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

## Inspector

Sharon Lea

## Full report

### Information about the setting

Smart Kids Out of School was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in St Michael's Primary School in the Stone area of Staffordshire, and is privately managed. It operates from a mobile classroom and there is an enclosed area available for outdoor play. The club is used by children attending the host school and the local middle school. Sessions are available at the breakfast club from 7.30am to 8.50am and the after school club from 3.30pm to 6pm. The club is open Monday to Friday, during term time only. There are three members of childcare staff employed. Of these, two hold appropriate early years qualifications at level 3. Children attend for a variety of sessions. There are currently a total of 48 children on roll, of whom, three children attending are within the early years age group. The club supports children who speak English as an additional language.

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

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

- develop the information shared with parents about how the children's learning in school is enhanced through activities at the club and how this can be supported at home, promoting consistency for children
- strengthen the existing good partnerships between the school and club, through more consistent information sharing regarding children's school and club activities and experiences, to enhance children's progress further still.

### Inspection judgements

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

Staff provide a good variety of activities and resources, to meet the age range of children attending the club. This enables children to decide whether to join in group activities, play with their friends, be active or simply relax at the end of their school day. As a result, children are happy and make choices appropriate to their daily individual needs. Staff get to know the children well, which enables them to plan adult-led activities to develop their interests and enhance their learning within school. For example, they develop a topic on Light and Dark and children thoroughly enjoy using torches which staff provide, to further this exploration. In contrast, children choose to make dens, read books, play games together or be creative. The club, therefore, provides a good balance of adult-led activities and spontaneous play opportunities. Children learn to play socially and cooperatively

through using the wide range of games available. Older children involve the younger children in their games, which develops the skills of the younger children and reflects the caring philosophy of the club. Computers are available for age-appropriate games, supported by club staff. Therefore, there is something on offer at all times, for all children, whatever their age and interests.

Children have good opportunities to develop skills for future learning as they access books and writing materials, and use everyday information and communication technology in their play. Staff skilfully support children and allow them time to make their own choices and to be independent. Children's communication and language is supported well through purposeful play and interactions and staff developing their thinking skills through open-ended questioning. Children who have English as an additional language are well supported by staff. This is because the staff obtain key phrases from parents in their first language, to aid communication. In addition, they have picture cards for activities, such as snack time, which they can use to support children's understanding of the club routine. Staff support children's developing literacy skills well. For example, when a child wants to make a sign to put up on the wall, staff support him by sounding out the letters which he needs to write. Staff gain the views of children in the group through consulting them about future activities or resources that they would like to have in the club. This ensures children are always motivated and fully involved in their play. As a result, the opportunities provided and the good level of staff's teaching and support, complements and enhances children's learning at school and their progress in areas of learning, such as literacy.

Friendly relationships are in place between parents and staff. Parents say that they are very happy with the provision and feel it provides their children with a friendly and safe environment where they are well cared for at the end of a busy school day. Many comment that their children benefit from the wide range of interesting activities available. Staff obtain initial information about children's interests from parents during the registration and settling-in process. Staff talk to parents about what their children have been doing while at the club and share information or messages from school at the end of the session. A wealth of information is available when parents register with the club and on parent noticeboards. Staff carry out observations of younger children who attend the club. This enables them to identify next steps, which they plan for, to support further learning and development. However, information sharing with parents about how the children's learning in school is enhanced through activities at the club is not fully in place. Therefore, parents are not fully informed about how they can support their children further at home.

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

Children are comfortable and relaxed in this homely and friendly club. They develop secure relationships with staff and positive friendships with others. This is because staff promote kindness and respect towards one another, enhancing children's emotional well-being. Children settle in smoothly, because the established settling-in process supports them when they first start to attend. This alongside the initial information gained from parents about their likes and dislikes, enables their key person to provide activities they

enjoy and to support their initial move into the club. As a result, children quickly develop secure relationships with staff. Children are happy to share their day at school with staff on arrival in the club. Teachers in the host school share messages regarding children's well-being with club staff, supporting the daily moves between school and the club. In addition, some of the club staff are also employed in the host school during the day and are, therefore, already known by the children. This means that children are emotionally well supported during their moves between the school, club and home. Therefore, children are happy and confident to engage in activities and conversations with others and to take full advantage of the many interesting opportunities available in the club.

The club provides children with good quality, age-appropriate resources, in a safe environment where children can independently explore, investigate and have fun. Staff acknowledge that children need time to relax and spend time with their friends at the end of their school day. Therefore, they enable children to make independent choices about the activities they participate in, promoting their enjoyment in attending the club. Children learn to behave well because staff are good role models, who promote basic values, such as sharing and being kind to one another. Staff manage any unwanted behaviour through appropriate strategies, such as Quiet time, enabling children to reflect upon their own behaviour, in a non-punitive way. Consequently, children learn about social expectations and are polite, well-mannered and develop positive friendships with others, enhancing their social skills and emotional well-being. Staff actively encourage children to develop their independence and to do things for themselves. As a result, they competently manage their own hygiene, and wash their own cups and plates after snacks.

Snack times are relaxed, social occasions where children sit together around the table to enjoy their food and each other's company. The menu provides children with a range of choices from a healthy variety of foods. In addition, fresh fruit is available throughout the sessions for children to freely select. Children have daily access to an enclosed playground adjacent to the classroom. They use a range of equipment outdoors and also have use of the wider outdoor facilities of the school at times. This helps to support children's physical development and their developing understanding of how being active contributes to a healthy lifestyle. Children learn how to keep themselves safe at the club through participating in fire evacuations and behaving appropriately indoors. For example, when playing with bubbles, staff reinforce that children should not blow these in one another's eyes and what might happen if they do.

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

The manager has a good knowledge of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff have been trained in safeguarding training and there is a designated safeguarding officer in place, to keep staff updated regarding any changes to policies or requirements. This ensures that staff have a sound understanding of their roles and responsibilities for protecting children from possible harm or neglect and how to pass on concerns appropriately. A range of policies and procedures are in place, which are shared and understood by all staff and parents.

Thorough recruitment and induction procedures ensure that staff are suitable to work with the children and are fully aware of their roles and responsibilities. Staff complete daily safety checks of the premises and keep written risk assessments, which are regularly reviewed, to ensure all hazards are minimised. Appropriate action is taken if hazards are identified; ensuring that children are kept safe and accidents are kept to a minimum. The majority of staff are qualified in first aid which helps to ensure that children receive the appropriate attention in the event of a medical emergency.

The manager of the club shows a strong commitment to improving the quality of the provision. Since the last inspection and subsequent monitoring visit by Ofsted, the manager and staff have been highly proactive in addressing the actions raised. These include ensuring that vetting procedures for staff are in place, that staff receive regular support in their role and that staff records of qualifications and training are available for review at inspections. There is now a written complaints procedure in place and the safeguarding policy includes the safe use of mobile phones and cameras in the club. In addition, children's enrolment forms are now more detailed, a key-person system for early years children is in place and hygiene routines have been improved. As a result, the children's welfare is now assured. Staff demonstrate a good understanding of how children learn and develop, providing children with an interesting educational programme and an appropriate range of learning experiences, which include children's ideas and interests. Regular staff appraisals, supervision sessions and staff meetings enable staff to contribute ideas to further enhance the provision, and identify their own professional development needs. Self-evaluation is in place and the manager identifies the club's strengths and areas for development. This ensures that the club is constantly evolving, to meet the changing needs of the children attending, and to accommodate new ideas.

Partnerships and relationships with parents are good. Parents highly value the friendliness of staff in the club, the level of their children's enjoyment in the range of activities provided and how comfortable their children feel. Many of the parents have used the club for a number of years, which demonstrates the high regard which they have for the club and their high levels of satisfaction with the staff and the facilities. Feedback from parents is sought through daily verbal contact. This contributes to the club's ongoing self-evaluation and development. This also demonstrates that parent's opinions are valued. Effective partnerships have also been developed between the club and the host school. This enables information to be shared about children's welfare. There is scope, however, to strengthen the existing good partnerships between the school and club, through more frequent information sharing regarding children's school and club activities and achievements, to enhance children's progress further still.

### **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>	218362
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	980411
<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>	50
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Lesley May Beardmore
<b>Date of previous inspection</b>	12/06/2014
<b>Telephone number</b>	07970 865988

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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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