

Sneakers @ Roman Way

Colts Lane, Redditch, Worcestershire, B98 0LH

Inspection date	07/11/2014
Previous inspection date	10/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 encouraged to make choices from a good range of age-appropriate toys, resources and activities. Consequently, they enjoy their time in the club and continue to build on the learning that takes place in school.
- Effective partnership with parents and teachers at the local school have been established to ensure children's individual needs are met.
- Children are safeguarded well due to robust recruitment and vetting procedures and staff's understanding of their roles and responsibilities in protecting children in their care.
- There is effective monitoring and self-evaluation, which means there is continuous improvement in the provision.

It is not yet outstanding because

- The organisation of space is not sufficiently well considered to ensure that children always have space to relax, unwind or play quietly without being disturbed by others.
- Opportunities for children to interact with the natural world, such as planting and growing, have yet to be fully embraced.

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 the staff engaging with children in a range of learning activities.
- The inspector held discussions with the provider, manager and staff.
The inspector looked at documentation, including a selection of policies and
- procedures, evidence of staff suitability and qualifications, and the children's learning records.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector conducted a joint observation with the manager.

Inspector

Amanda Tompkin

Full report

Information about the setting

Sneakers @ Roman Way was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from one room, partitioned into two areas, in Roman Way Children's Centre, in the Winyates West area of Redditch, Worcestershire. This setting is part of a local chain of nurseries and out of school clubs run by Sneakers Childcare Ltd. Children attend from Roman Way First School and some other first and middle schools. 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. The club opens Monday to Friday for 39 weeks of the year. Sessions are from 3pm until 6pm. Children attend for a variety of sessions. There are currently 45 children attending of whom six are in 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:

- review how space is organised to provide children with a place to relax or play quietly without being disturbed by others
- offer further opportunities for children to experience the natural world by, for example, providing planting and growing activities outdoors.

Inspection judgements

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

Children enjoy the time they spend at this club where they take part in a wide range of stimulating activities. Staff effectively engage with the children to ensure they know children's play preferences and set out the resources accordingly. This allows children build on their knowledge in a more relaxed and informal environment after a busy day at school. An effective key-person system is in place, staff regularly observe children in their play. They take note of their interests and achievements, and from this plan purposeful and interesting activities. As a result, children are achieving and developing a good level of skills to help support their future learning as they move up through school.

The club has good links with the attached school. Staff ask teachers to provide weekly updates about topics within school and take these into account when planning activities. This ensures that the children's time at the club provides opportunities to build on their knowledge and skills. Parents are asked to contribute information about what their children know and can do, and their particular interests, which helps staff to plan activities that interest and engage them. Parents are given information about what their children

enjoy doing at the club, so parents are able to build on these at home. Staff and parents share information on a daily basis and staff respond well to parents' requests and suggestions. For example, some parents like staff to support children with homework, so staff have provided a separate room so children have space to do this.

Children enjoy physical activities and make good use of the outdoor play areas within the school grounds. However, there are fewer opportunities for children to interact with the natural world and build on their interests, for example, by planting and growing fruit and vegetables. Staff join in with children's play and engage them in conversation. For example, staff and children chat happily, individually and in group situations, about their school day, what they would like for snack and what they will be doing at the weekend. Children who speak English as an additional language are supported well to be fully involved in the setting. For example, staff use good techniques, such as, the use of pictures, signs and facial expressions to make sure they understand the activities and routines in the club.

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

Children are very happy and emotionally secure at the club, as they form close bonds with their key person. Staff are very attentive and respond well to children's individual needs. For example, children are given cuddles and reassurance when showing signs of tiredness. However, the organisation of indoor space is not sufficiently well considered to make sure that children always have somewhere to relax and play quietly, without being disturbed by others when they feel tired. Children's personal, social and emotional skills develop well. Staff talk to parents on a daily basis and share information about children's needs to make sure that these are fully met. Older children are kind to younger ones, and a buddy system helps new children settle quickly in the club. Children are aware of each other's needs and are encouraged to share and be kind to each other. Children behave well as staff act as good role models and give children gentle reminders about the rules, such as taking turns and listen to others. Children are learning the importance of keeping themselves safe as they are given reminders about sitting properly on furniture and to hold scissors correctly.

Staff provide children with healthy snacks and fresh drinking water during their time at the club. These are tailored to meet children's individual dietary needs. Children's independence is encouraged as they are given the opportunity to complete small tasks, such as buttering their own crumpets at snack time. Children's independence is further supported as they are encouraged to make choices about the activities they take part in. They all work well together to tidy up and enjoy mixing with children of different ages and from different schools. This helps children to form other friendships, develop their social skills and to increase their confidence. As a result, children continue to be emotionally equipped to make good progress at school.

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

Staff have a very good understanding of how to safeguard children. They receive regular training on safeguarding and are aware of their responsibility to report any concerns to the Local Safeguarding Children Board. Robust recruitment and vetting procedures are stringently followed to check that staff are suitable to work with children and the management team rigorously monitor the ongoing suitability of all staff. Children's welfare is further promoted, as staff provide a safe environment for them to use, which is maintained through regular, visual and written risk assessment.

The provider and managers have a good understanding of the Early Years Foundation Stage. Planning and evaluation of activities is good and this ensures that children are enjoying their time at the club. Staff monitor children's progress, which enables them to quickly identify emerging needs. Staff attend a range of relevant training courses, and their performance is closely monitored by the management team. This is done through effective induction, supervision and appraisals. As a result, staff are knowledgeable and this ensures they offer a broad range of experiences to help children to continue build on the learning that takes place in school and enjoy their time at the club. Self-evaluation involves parents, children and staff. As a result, staff have a good understanding of how to improve the quality of the provision overall. Appropriate action planning means that positive steps are taken to drive improvement, and outcomes for children.

There are effective links between the club, the school and the children's centre on the same site and with the other schools the children attend. Daily discussions with teachers ensure that children's needs are fully met. The provider attends local network meetings, so that there is mutual support and a sharing of ideas and best practice. Staff recognise the importance of working in partnership with other early years professionals to complement children's development should the need arise. Partnerships with parents are effective. Parents speak highly of the club. They like how their children make friendships with children attending other schools and regard the setting as 'fantastic' and staff as 'brilliant'.

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	EY285075
Local authority	Worcestershire
Inspection number	861208
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	45
Name of provider	Sneakers Childcare Limited
Date of previous inspection	10/03/2011
Telephone number	07889 037592

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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