

# Sedgley Kids Club @ Alder Coppice Primary School

Alder Coppice Primary School, Northway, Dudley, West Midlands, DY3 3PS

<b>Inspection date</b>	17/11/2014
Previous inspection date	18/11/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	3
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 their time at the club. They are warmly welcomed by the staff who effectively promote their personal, social and emotional development.
- Children's behaviour shows that they feel safe in the club and have formed appropriate bonds and secure emotional attachments with the staff.
- Staff have a clear understanding of their responsibility to protect children in their care. This means they are kept safe in the nursery environment.
- Staff develop sound relationships with parents. This helps them to be consistently aware of children's changing needs and provide effective care.

### It is not yet good because

- Some records are not available for inspection at anytime to ensure that children are fully protected.
- Children do not have access to a full range of resources to support their activities well in all areas.
- Plans to monitor to the quality of the club by using a self-evaluation process to identify priorities for improvement are not fully implemented. Consequently, the provider is not as ambitious about improving the provision as they could be.

## 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 main playroom.
- The inspector held meetings with the owner and the manager and also spoke to staff in the club at appropriate times throughout the inspection.
- The inspector looked at evidence of the suitability of staff working in the club and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day.

## Inspector

Trisha Turney

## Full report

### Information about the setting

Sedgley Kids Club @ Alder Coppice was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a mobile classroom within the campus of Alder Coppice Primary School in Sedgley, Dudley and is one of two privately owned settings in the area. There is an enclosed area available for outdoor play. The club employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, one holds a play work qualification at level 3 and one is qualified at level 4. The owner holds an early years qualification at level 4 and a play work qualification at level 5. The club opens Monday to Friday term time only on this site. Sessions are from 7.45am until 8.40am and from 3.15pm to 6pm. Children attend for a variety of sessions. Additional holiday sessions are offered on the organisation's other site. There are currently 29 children attending, three of whom are in the early years age group. The club supports children with special educational needs and/or disabilities.

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

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

- ensure that all records are easily accessible and available for inspection
- consider the needs of individual children and use this information to increase the availability of activities and resources, to offer a more challenging and enjoyable experience for children throughout the session.

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

- improve procedures for self-evaluation to ensure that the club's drive for improvement is incorporated into clear improvement plans.

## Inspection judgements

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

Children participate in an adequate range of activities each day which complement the learning the children receive at school and cover the areas of learning in the Early Years Foundation Stage. Children enjoy their time at the club, as staff build on children's interests to develop their skills in fun ways. For example, staff help younger children read their letters and identify characters on picture cards, while older children choose to play interactive games on the large screen. Children have regular opportunities to develop their physical skills and explore the world around them during weekly visits to an adventure

playground and a local park.

Children enjoy playing floor games with staff that encourage them to practise their large muscle skills as they move their bodies into different positions. Staff encourage children to try things for themselves, such as fitting train tracks together. These activities promote children's perseverance and help to build important skills for their future development. Children are suitably occupied, for example, as they choose to build constructions with small bricks. Children are able to develop their physical and creative skills as they use shiny materials and glue to create Christmas pictures. However, some children are not always inspired or motivated by the play materials provided. Some of the games have parts missing and children do not always have much choice of alternative resources as many are stored at the other setting owned by the same provider.

Staff communicate with parents daily. Staff talk with parents about their children's activities, interests and home experiences during collection times. This helps staff to identify children's changing needs including those children with special educational needs and/or disabilities. Consequently, parents receive information about children's experiences and progress, which means there are opportunities to build on children's learning at home. Staff share information with the teaching staff from the school to ensure they can work together to meet the individual needs of each child.

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

A key-person system is in place for the younger children. This means that children are able to discuss any issues or join in conversations with peers and adults because their emotional well-being is supported. All staff have built appropriate relationships and engage with children. Children are confident to speak in groups, follow instructions and express themselves effectively. Children play well together, older children support younger children in their play. This supports children's personal, social and emotional development and shows that they feel settled. Staff work with parents prior to children attending the club, to obtain suitable information about their welfare needs, such as dietary or medical requirements and what they are interested in. This helps to meet children's needs suitably and supports them to settle in.

Children clearly understand the boundaries and expectations within the club. All children appear very sensible, they take turns when playing games and respect each other's opinions. They behave well and are not disruptive, despite the environment and resources not being challenging and engaging for all of them. Children receive praise and encouragement from staff, which develops their self-esteem and confidence. As a result, children are well mannered, share and take turns with each other. Staff talk to the children about the importance of safety as they encourage them to negotiate space during their play. This ensures children develop their own understanding of risk as they learn how to keep themselves and others safe.

Children's good health is promoted as drinks are readily available for them throughout the session. Children have opportunities to develop their independence skills by selecting and serving themselves snacks and drinks. They manage their own hygiene needs effectively

and fully understand the need to wash their hands before they eat. Consequently, children make independent choices and decisions, and are competent at managing their personal needs relative to their age.

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

Children are safeguarded appropriately because staff have a suitable understanding of what they need to do should they have any concerns regarding a child in their care. A written safeguarding policy is in place. Staff recruitment procedures ensure that adults who work with the children are suitable to do so and hold childcare qualifications and training relevant to their post. For example, most staff hold paediatric first-aid and food hygiene certificates so that they are adequately prepared for their roles. However, not all certificates are available or easily accessible at the time of inspection. This is because some documentation is kept at the other setting the provider owns. Although some documentation was collected and made available for inspection some training records were not provided. This is a welfare requirement and compromises the efficient running of the club. Risk assessments are maintained to ensure that all areas children access both indoors and outside are safe and suitable, this support children's well-being.

The manager suitably monitors the activities to ensure that the club provides a suitable range of learning opportunities for the early years children. She has identified the need for further resources and has recently acquired an additional room which will be used to store further resources to provide the children with more choice. Regular staff supervision enables the manager to support staff to develop their practice adequately and ensure children's needs are appropriately met. The manager obtains support from the local authority to discuss areas for development. The open and secure atmosphere within the club encourages informal feedback from children who express their own views and opinions which help inform subsequent activities. However, despite being raised at the last inspection, plans to fully evaluate all aspects of the club by using a self-evaluation process are still not fully implemented. Consequently, priorities for improvement are limited.

Staff supervision and team meetings are held and staff regularly attend training courses to update their knowledge and skills. Annual appraisals are used to identify training needs and the provider supports staff to further their qualifications. For example, one member of staff who works at the club is studying for a degree qualification. Parents spoken to on the day of the inspection are very happy with the quality of care provided and how well their children are helped to settle. Effective partnerships are established with the school that the children attend and other early years professionals, to identify and meet children's individual needs. This ensures that any additional support or interventions required for children including those with special educational needs and /or disabilities are put in place.

### **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>	EY378307
<b>Local authority</b>	Dudley
<b>Inspection number</b>	996367
<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>	16
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Katherine Rafferty
<b>Date of previous inspection</b>	18/11/2013
<b>Telephone number</b>	07989 984940

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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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