

Podz

The Old Stone Barn, Westfield Terrace, Higham Ferrers, Northamptonshire, NN10 8BB

Inspection date

24/11/2014

Previous inspection date

18/08/2009

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

- Children enjoy the well-planned activities because they follow their ideas and suggestions and the staff provide positive interactions for all children, which contributes to their ongoing progress.
- Staff have a good understanding of their responsibilities and the procedures for protecting children, and regularly refresh their knowledge. The staff implement robust safeguarding and child protection procedures, which ensures children are safe within the setting and during their walk to and from school.
- Partnerships with parents are successful and ensure that children receive a consistent approach to their care and development. Parents are encouraged to share information from home and staff provide feedback each day about how their child has been and pass on any messages from school.
- The manager and staff team work very well together, which means the children's needs are met. Effective systems are in place for the organisation and daily running of the club.

It is not yet outstanding because

- There are fewer opportunities for children to extend their independence skills, particularly at snack time.
- The opportunities for children to develop their physical skills during outside play through using equipment during group games have not been fully maximised.

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 accompanied the staff when they walked to the local school to collect the children and observed activities in the main playroom.
- The inspector held meetings with the manager and with one member of staff.
- The inspector looked at the planning documentation and a range of the policies and procedures.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector took account of the views of parents who were spoken to on the day and from information included in the setting's own parent survey.

Inspector

Melanie Eastwell

Full report

Information about the setting

Podz was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in Higham Ferrers, Northamptonshire and is privately owned and managed. The club serves the local area and is accessible to all children, however, the toilet facilities are on the first floor. The club employs six members of childcare staff, two of whom hold appropriate at levels 2 and 3. The club opens Monday to Friday during term time. Sessions are from 7.30am to 8.45am and from 3.15pm to 6pm. In school holidays, the club operates a play scheme, which is open from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 78 children on roll, of whom six are in the early years age group.

What the setting needs to do to improve further

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

- enhance the already good opportunities for children to develop their independence skills, particularly at snack time, for example, by being more involved in the preparation of their food
- maximise the opportunities for children to benefit from outdoor activities, for example, by providing even more group games and the use of equipment, such as hoops, bats and balls, when using the park.

Inspection judgements

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

Children clearly enjoy the time they spend at this buzzing and lively club. The staff know the children very well and they value the ideas and suggestions they make because these form a large part of the planning of activities. Children are confident to ask the staff for items they want or to play games with them. The higher than required adult-to-child ratio enables the staff to sit with small groups of children or individuals for games and activities or to have a chat about their day. For example, a child enjoys being involved with a member of staff as they play a board game together and talk freely about the child's day at school. Children have regular outings to the local park where there is space to run around and fixed equipment that promotes their physical skills. However, there are sometimes fewer opportunities for children to get involved in group games using portable outdoor resources.

The staff plan a good range of activities that are significantly contributed to by the children themselves. These activities cover the seven areas of learning. They are evaluated by the staff each day to reflect on what went well and any changes that were

made by the children's interests on that day. One of the children's firm favourite activities is bingo. The children become excited when they arrive on a bingo day and organise themselves into a group ready to play. This activity supports children's awareness of numbers and their listening skills as they mark off the numbers on their card. They work very well together, with older children supporting the younger ones to keep up with marking the numbers off their card as they come out of the box. The club staff have developed strong links with the local school. This supports children to feel safe and secure because any messages are passed on each day. The staff talk with the children about what they are doing at school and offer activities or resources to complement this, wherever possible. For example, children who have been involved in making props for the Christmas play in school are able to continue with this at the club.

Children benefit from the successful working partnerships the staff have developed with their parents. When they arrive to collect their children they are welcomed in by the staff, who provide them with detailed feedback about the activities they have enjoyed at the club. Any messages from the school are passed on, which means that children's individual needs are met. The staff encourage parents to share information from home about their child's interests and experiences, which enables staff to talk to the children in an informed way. This successful partnership working supports children's sense of belonging in the club.

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

Children clearly demonstrate that they feel safe and secure with the staff at the club because they know them well. For example, when they come out of their classroom after school, they smile broadly at the staff and immediately start to chat to them. The staff respond warmly to the children, showing an interest in what they are saying and helping them to organise their bags, hats and gloves. Children are learning about how to keep themselves safe. For example, when they walk back to the club premises they are reminded by the staff to hold hands and to walk in pairs. When they come to the road, they know to stop, look and listen as they walk across supervised by the staff. Children are confident within the club premises. They know the routines and immediately go upstairs to wash their hands before taking their seat for snack time. Children's independence is generally promoted well. They are able to choose which activities they take part in and can help themselves to resources from the low-level shelves and units. However, the staff do not always maximise the opportunities to continue to develop children's independence during snack time because they are not always fully involved in the preparation of their snack food.

Children are supported to develop an awareness of the benefits of having a healthy lifestyle. For example, they wash their hands when they arrive from school and after using the toilet, they are provided with a range of healthy snacks and drinks are always available, which means they do not become thirsty. Children go to the local park on a regular basis for outside play activities. Inside, the children enjoy getting involved in physical games. For example, a small group of children clear a space and pull out the crash mats so they can do some exercises, such as star jumps and stretches, on the floor. The staff follow this interest by getting involved in counting the repetitions of the

exercises they do. Later, this leads to short races being safely organised in the clear space in the main play area downstairs.

Children behave very well because they know the expectations for behaviour and have been involved in setting the ground rules for the club. They are able to access a good range of activities and resources that are fun and interesting to them, which supports positive behaviour. The staff present themselves as good role models. For example, they speak calmly and respectfully to the children, giving gentle reminders of the boundaries, as necessary. They are always willing to spend time with the children and show a genuine interest in their news, comments and ideas for activities. The children get on well together. For example, the older children enjoy showing the younger ones how resources work or how to play games. This is beneficial to all children because they are developing strong friendships that are based on respect and care for each other. Parents comment that their children thoroughly enjoy their time at the club and that the staff manage the wide age range effectively and safely.

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

The manager and staff team work very well together to meet each child's needs. All staff have completed training in safeguarding and they demonstrate a good understanding of how to keep children safe. Children are kept under close supervision during their activities because the staff deploy themselves effectively. For example, when children use the upstairs areas, there is always a member of staff with them. When children walk to and from school, there is always a member of staff at the front and back of the line. There are effective procedures for the recruitment and retention of suitable members of staff. For example, before a new member of staff's clearances are in place, they are supported to ensure they do not have any unsupervised contact with the children. The owner and manager encourage all staff to keep their knowledge up to date through attending training courses and working towards appropriate qualifications. Risk assessments are completed for the premises and the outings the children are involved in. The staff talk to children about keeping themselves safe, such as discussions about road safety when walking to and from school, and the staff are vigilant in keeping the entrance door secure during parents' arrival and departure times.

The staff team are all qualified or working towards suitable qualifications. This knowledge contributes to them providing children with a good range of purposeful activities that offer challenge and are fun and interesting. They are aware of the seven areas of learning and offer planned activities that cover these, alongside activities suggested by the children. The planning is evaluated each day and amended to reflect what the children want to do, and the staff ensure that resources are always available to accommodate the children's ideas. For example, small cakes with a long shelf life so the children can decorate them with icing and art and craft materials for them to create wall pictures of the seasons or favourite characters.

Strong partnerships are in place between the club, the children's parents and the local school, which means that children receive a consistent approach to their care and

learning. The effective communication that is in place ensures the children have a smooth move between home, the club and school, which contributes to their feelings of well-being. Parents make highly complementary comments about their experience with the club and their child's enjoyment. They say that their child asks to attend and comment on how friendly and accommodating the staff are. The manager and staff team are reflective of their practice and respond to the children's individual needs very well. They demonstrate a good capacity for continuing to develop their service because they have taken positive steps to address the issues raised at the last inspection and have some well-targeted plans for the future.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY390048
Local authority	Northamptonshire
Inspection number	879059
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	78
Name of provider	Podz Partnership
Date of previous inspection	18/08/2009
Telephone number	01933 317397

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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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