

Scallywags Kids Group

Pinfold Street JMI School, Pinfold Street Extension, Darlaston, WALSALL, West Midlands, WS10 8PU

Inspection date	08/12/2014
Previous inspection date	20/03/2012

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 have a lovely time in this fun-filled after school group. They take part in a variety of self-chosen activities that encourage them to develop their critical thinking as they find their own way of doing things and work out their own solutions to problems.
- Children are well protected by robust risk assessments and sensible procedures, which ensures that they are always well supervised and cared for. They develop an understanding of how to take measured risks through regular reminders and clear guidelines from staff.
- Children receive very good levels of care from a strong and established team of staff. They have a lovely rapport with children, who are secure, happy and confident to express themselves. This supports them in developing a positive attitude to school and future learning.
- Staff are actively involved in the identification of the strengths of the provision and areas for further development. The views of parents and other professionals are also sought and well considered in improvement strategies.

It is not yet outstanding because

- Staff do not make the most of daily routines, such as snack time, to further promote children's independence skills.

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, and children having their teatime snacks.
- The inspector spoke to staff and interacted with children throughout the inspection.
- The inspector looked at planning documentation, evidence of suitability of staff working in the group and a range of other documentation.
- The inspector took into account the views of parents and children spoken to on the day and also other professional views from documentation available.

Inspector

Patricia Dawes

Full report

Information about the setting

Scallywags Kids Group opened in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by a management committee. It operates from a modular building within a primary school in the Darlaston area of Walsall. The group serves the immediate locality and also the surrounding areas. The group opens term time only from Monday to Friday. Sessions are from 8am to 8.55am and 3.20pm to 5.30pm. Children attend for a variety of sessions. Children are cared for across one room and have access to an enclosed outdoor play area. There are currently a total of 36 children on roll, of whom five children in the early years age range. There are three staff working directly with the children, all of whom have an appropriate early years qualification at level 3. The group receives support from the local authority.

What the setting needs to do to improve further

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

- extend opportunities for children to be more independent, for example, by encouraging them to set up and serve their own food and drinks at snack time.

Inspection judgements

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

Children are happy and enjoy coming to the out of school group and taking part in the activities available after a busy school day. They relate well to their peers and staff, who support and encourage them to develop in confidence. Children are actively involved in planning and staff work well to accommodate children's preferences and to support their progress. Staff know children well and effectively use their skills well to identify the next steps in their learning. This ensures that children's individual interests, capabilities and ages are taken into account in the planning of activities. Staff members join children in their play and foster children's language development through conversations. Good systems are used to track children's progress through initially meeting with teachers from school and then through regular updates. Staff actively engage parents to share their children's prior skills, knowledge and understanding through daily conversations as they drop off or collect their children. Information about their children's learning and development is also available for them to see in their colourful artwork, which is displayed in the group room. This helps to ensure information is shared between school, parents and staff, and enables children's learning and development needs to be appropriately met.

Staff create a secure environment where children demonstrate a sense of trust and develop warm relationships with adults and peers. Younger children are paired with a key person when they start at the group, who helps them to settle, find friends and gain confidence in their new environment. Staff encourage younger children to take part in

socialising in the group with their peers and older children. Older children are helpful and supportive to younger children, including them in their play and helping them with activities. For example, younger children have fun with older children making models using colourful building blocks. Children enjoy playing table top games that require them to count, share and take turns. Children spend long periods of time engaging in imaginative play with small world resources. They enjoy being creative at the craft table where they design and create their Christmas pictures. Staff support them at the writing table by helping them to learn how to hold pens and pencils correctly to practise their writing skills. Children really enjoy physical play, most of them preferring to be outdoors on the adventure playground or playing team games, such as rugby and football. Children learn to value and respect others because staff support them in developing their understanding of diversity and the wider world. They celebrate festivals of different religions and cultures, and access a selection of resources which depict positive images. All of this helps to build on and complement what children are learning at home and supplements their learning at school.

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

Children are settled and secure in the group arriving with staff they are already familiar with from school. Staff talk to staff at school and pass on any information to parents. This helps to make the move from school to the group very easy for children. A well-established key-person system ensures consistent care for children, which helps them to feel happy and emotionally secure. Children tell their parents and visitors that they enjoy attending the club. They are happy to stay and play when they arrive and they enjoy positive relationships with staff members and other children attending the club. Good organisation of resources promotes inclusion and encourages children's independence in initiating their own play. Children select and choose activities and enjoy the responsibility of carrying out small tasks, such as tidying up toys. All toys and play equipment are maintained by staff who check them daily. Children are able to play happily and securely because the resources and play area are safe and suitable. As a result, children play in a very pleasant environment, which supports their well-being and enjoyment of all activities.

Children's behaviour is very good within the group because staff use consistently applied strategies and provide clear guidance. Therefore, children are effectively supported to manage their feelings and behaviour. Staff members are positive role models and take time to praise children when they show kindness to others, for example, when they include others by sharing and taking turns. As a result, children behave well, demonstrating an understanding of the set boundaries and expectations within the group. Children are effectively supported to develop a good awareness of the importance of a healthy lifestyle. They enjoy sociable snack times and choose and enjoy eating freshly prepared food, which promotes healthy eating. However, staff miss opportunities to extend children's independence skills to do things for themselves, such as preparing their own snack and serving themselves. There are good opportunities for children to become active using the outdoor area and equipment. Children also take part in indoor physical play activities in the main playroom when it becomes too dark or unsafe to play outdoors. Staff support children's understanding of safety issues, such as, fire safety through

practising regular fire evacuation drills. They learn to keep themselves safe through practical daily routines and staff guidance. Staff encourage them to express their views and make choices. This contributes to children developing good levels of self-esteem and feelings of general well-being.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are understood by the management team and are well met. Staff have a clear understanding of safeguarding children in relation to child protection issues. They receive regular training on safeguarding and are aware of their responsibility to report any concerns. Systematic recruitment and vetting procedures, including a detailed induction of new staff helps to ensure that children are safe. Policies and procedures are continually reviewed by the manager and staff are made aware of any changes. All of the required documentation is effectively maintained. The security of the premises is given a high priority and is well maintained throughout. To eliminate hazards, a detailed risk assessment and daily safety checks are carried out in all areas children access. The safe arrival and departure of children has been risk assessed and new procedures in place are effective in promoting children's safety and well-being. All of this, helps children learn in a safe environment without restricting their development.

The registered person and manager are both confident in their knowledge of the Early Years Foundation Stage learning and development requirements. This means they are able to fully support children and help them make progress. Regular reviews of the educational programme ensure children have a broad range of experiences. As a result, they make good progress towards the early learning goals. The views of staff, children and parents are sought in order to identify areas for further improvement. There is a clear improvement plan in place, which leads to better outcomes for children. Any changes made are done so with children's individual needs in mind, therefore, the group's capacity to improve is positive.

Parents' and children's views are sought through discussion and documentation, such as questionnaires. Parents speak highly of the service and regard the staff as 'very approachable and friendly, who go above and beyond to support children and their families'. They appreciate how well staff adapt to children's routines and say their children love to come to the group. Staff work well in partnership with other professionals involved in promoting specific children's needs. Good links and positive relationships have been established with schools and nurseries that children attend. As a result, children benefit from more effective continuity and consistency in their learning and effective support that helps them to move between school and the group.

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	254492
Local authority	Walsall
Inspection number	864543
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	36
Name of provider	Scallywags Kids' Management Committee
Date of previous inspection	20/03/2012
Telephone number	07541749834

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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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