

Cooper & Jordan Kids Club

Cooper & Jordan C of E Primary School, The Green, Aldridge, WALSALL, WS9 8NH

Inspection date

10/12/2014

Previous inspection date

18/07/2011

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

- Positive partnership with parents and staff at the school promotes the consistency of care and learning for all children.
- Arrangements for safeguarding children are effective, and clear policies and procedures are implemented that ensure children are kept safe at all times. Staff are good role models and provide children with consistent messages about how to keep themselves safe.
- Children enjoy their time at the after-school club. They behave well, make friends and are sociable in their play.
- Staff know children very well, including their individual needs and interests. This helps children to make good progress and be ready for the next stage in their learning.

It is not yet outstanding because

- Staff do not always fully promote healthy eating by making fresh fruit available for the younger children at snack time.
- Although there are a wide range of activities available children do not always have the opportunity to relax and enjoy more quiet activities away from the busier areas of the club.

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 indoor learning environment.
- The inspector held meetings with the manager of the club.
- The inspector looked at children's records and other relevant documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Susan Rogers

Full report

Information about the setting

Cooper & Jordan Kids Club registered in 2011. It operates from Cooper and Jordan Church of England Primary School in Aldridge, Walsall. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club uses a school classroom, bistro hall and computer room and also has access to the outdoor areas of the school grounds for play. The club is open every weekday during the school term from 7.30am until 9am and from 3.15pm until 6pm. There are currently 120 children on roll. Of these 25 children are in the early years age range. The club supports children who have special educational needs and/or disabilities. The club employs nine staff, including the manager. Of these, six hold appropriate qualifications at level 2 or 3.

What the setting needs to do to improve further

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

- enhance the provision further so that children are provided with more opportunities to relax and enjoy quieter activities after a busy day at school
- extend opportunities for the younger children to understand the benefits of healthy eating, for example, by having more access to fresh fruit as part of their snack time.

Inspection judgements

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

Children's learning at school is complemented effectively in the club through an interesting programme of activities that children enjoy. Staff liaise regularly with teachers as they collect and bring children to and from school. They work alongside parents, discuss their children's progress and put together information about children's individual needs. Consequently, staff plan for children's interests and abilities, and have a good understanding of their progress when they start attending. This enables staff to understand how to support children's individual development needs. Staff implement the key-person system well, keep useful records of children's achievements and make observations of children as they play. Staff spend time with children, so that they have a thorough understanding of their individual interests. They talk to children about what they are doing and provide lots of praise. For example, staff show a genuine interest in children's involvement in the school Christmas play. Good quality activities and resources are provided that children enjoy. Staff arrive early to organise activities and prepare the classroom before children arrive at the club. This ensures that the room is welcoming for children when they arrive.

Activities are carefully adapted to respond to children's rapidly changing needs and

interests as staff gain a good perspective of what interests them. Staff include a range of activities and experiences that cover all areas of learning, which are fun and offer children choices linked to their interests. A range of craft activities is readily available that encourage children's creative responses. For example, children make chocolate Christmas trees which they decorate with edible glitter and icing. This promotes their dexterity and mathematical skills, as they count how many decorations they need to fill the available space and carefully squeeze icing from tubes. Children's self-esteem is well promoted as they complete this activity. They package their creations carefully with ribbon and cellophane to take home and show their parents. Children enjoy working as a group and include and take advice from each other. They eagerly include each other in discussions as they complete their activities. Staff consistently support children's play, and carefully encourage children to have a go themselves, which further promotes their self-esteem.

Children who have special educational needs and/or disabilities are very well supported. Staff ensure that they are fully included in all activities by adapting what is available and ensure that children enjoy what they are doing and that the activities are manageable. A range of construction equipment is readily available for children. These include small interlocking bricks that children use to create recognisable images, such as an aeroplane or car. They use larger equipment where they explore the further potential of balancing larger bricks on top of smaller ones. This encourages children to be adventurous in their play and to include one another in problem-solving activities. Children enjoy working together in groups in the home corner as they devise imagined scenarios. This helps children develop relationships and friendship with each other and further develop their story-telling skills. A well-equipped reading area encourages children to enjoy books and read stories to each other. Their physical development is well supported as they use the school hall for games when the weather is poor and use the school outdoor area regularly.

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

Children's emotional well-being is promoted effectively by staff, and as a result, children are confident and self-assured. New children settle quickly as staff spend time with them and listen to their needs as they discuss their day and ensure that they feel secure. Staff find out useful information from parents about their children before they start and ensure they are attached to a key person. This enables staff to meet each child's individual needs. They make sure they treat all children with respect and fully include all children in the activities on offer. Staff ensure they get down to children's eye level and are good role models. They use effective routines and approach any behaviour issues with skill and careful consideration. As a result, children are respectful and treat each other with concern, readily including each other in their play and discussions. Staff speak to children in a caring manner and treat each child as an individual. They interact well with children and include themselves in their games and encourage them to take turns. Consequently, children of all ages interact well together and behave very well.

Children's independence is promoted well while they serve themselves breakfast cereal, crackers and drinks at snack time. There is fruit available in the bistro area where older children have their snack; however, younger children are not always able to help themselves to fruit, which does not fully promote their understanding of healthy eating.

There are effective partnerships in place with the host school and staff exchange information daily to support all children. A welcoming environment ensures that children are confident to move around and try the range of activities that are available. Staff encourage children to be mindful of their own safety through discussions. Staff make good use of the space available to them to support children's all-round development and emotional well-being. For example, children have access to a computer room and hall which provide further scope for wider learning experiences. There is an accessible book corner where children can sit and read. However, there is limited provision for children if they need to relax and enjoy quiet activities positioned away from the other activities.

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

There is effective provision in place to safeguard children and promote their welfare. All staff have completed safeguarding training and are confident about how they would respond if they have concerns regarding children's care. Staff are effectively deployed and ensure that there is safe management of children, as they move between the different play areas. This ensures that children are well supervised and they safely transfer from school and after-school activities into the club. There are safe arrangements for the collection of the younger children from their classrooms at the end of the school day which makes sure that children feel safe and secure. Strong recruitment procedures for new staff make sure all staff are suitable for their role. Regular supervision and peer observations of staff practice are well embedded and promote a skilled and reflective staff group. All staff are committed towards improving their skills and extending their professional qualifications which helps to ensure that children have their individual needs met.

Risk assessments of the premises are regularly completed and staff talk to the children about how to keep themselves safe. Planning carefully considers children's different needs. Staff are mindful that children have been at school and that their time at the club is to have fun and enjoy the activities. There is an effective partnership in place with parents and the host school. Parents have opportunities to discuss their children with staff at collection times and comment very positively on the high levels of commitment demonstrated by approachable staff. Regular meetings provide opportunities for staff to reflect on how they can improve the activities and their support for children. Self-evaluation works well, and results in a number of changes that are ongoing and result in positive changes for the club. This means staff have a good understanding of what they do well and recognise any areas where further development is required. Close links and constructive advice from the local authority support the club in making effective ongoing progress. Staff work closely with additional agencies to support children who have special educational needs and/or disabilities. This means all children are supported well in the club and enjoy the experience and opportunities to further develop their skills.

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	EY425254
Local authority	Walsall
Inspection number	852575
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	120
Name of provider	Yvonne Bridget Greenaway
Date of previous inspection	18/07/2011
Telephone number	07889200324

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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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