

# Clockwise After School Club

Focus Leisure & Community Centre, Turves Green, Northfield, Birmingham, B31 4BP

## Inspection date

09/12/2014

Previous inspection date

17/11/2011

## The quality and standards of the early years provision

**This inspection:**

3

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 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's independence is promoted well throughout the club. As a result, children have the confidence to make decisions and choose activities.
- Children are interested and motivated in their activities because staff offer a range of experiences to support children's engagement and staff interactions with children are good.
- Staff work in partnership with the school and parents to ensure information is shared so that children's learning can be complemented and their individual needs generally met.

### It is not yet good because

- Children's welfare is not promoted to the highest level because induction procedures and supervisions for staff are not yet robust. Procedures are not consistently followed to ensure new staff have a secure understanding of their roles and responsibilities, including knowing who to contact if an allegation is made against a member of staff.
- Records are not robustly kept to ensure the efficient and effective organisation of the club. In particular, some staff recruitment information is not available for inspection.
- Staff do not have an effective key-person approach in place to ensure the individual needs of each child are consistently well supported from the outset of their placement.
- Self-evaluation is not fully effective in identifying priorities for improvement; it does not involve parents, children and staff to fully include their views on ways to further develop 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 had a tour of the after school club with the manager.
- The inspector observed children's indoor activities.
- The inspector checked evidence of suitability and qualifications of staff working with children and the club's self-evaluation form.
- The inspector took account of the views of children and staff spoken to on the day of inspection.

## **Inspector**

Emma Daly

## Full report

### Information about the setting

Clockwise After School Club originally opened in 1998 and re-registered under new ownership in 2007. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is situated within the grounds of Turves Green Girls School, Birmingham, and is managed by Longbridge Childcare Strategy Group. It operates from a large hall and a quiet room. There is an enclosed area available for outdoor play. The provision employs four members of childcare staff, three of whom hold appropriate early years qualifications at level 3. The provision opens Monday to Friday, during term time only. Sessions are from 3.10pm to 6pm. Children attend for a variety of sessions. There are currently 20 children on roll, five of whom are in the early years age group. The setting 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:

- improve the content of the induction and supervision procedures so that all staff are effectively supported and have a better understanding of their roles and responsibilities, including knowing what to do if an allegation is made against a member of staff, to ensure children's welfare is consistently promoted to the highest level
- ensure all required documentation is well organised and available for inspection, including staff recruitment files.
- implement an effective key-person approach to ensure each child's care is consistently tailored to meet their individual needs.

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

- develop self-evaluation to take account of the views of staff and parents, to identify priorities for improvement and continue to improve and enhance practice.

## Inspection judgements

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

Children are happy and enjoy their time in the after school club where the focus is on relaxing and learning through play. Staff offer a range of opportunities to support children to gain new skills and build on what they already know and can do. They provide a range

of activities that successfully complement children's learning in school. Staff also plan interesting activities that reflect children's individual interests and challenge and stimulate their curiosity. As a result, children are engaged and are acquiring the skills needed for their next stage in their learning. Children are developing their social skills as they join in with a variety of activities and enjoy working together on tasks. They are developing their critical thinking skills as they use construction materials to build. Staff encourage children to have a go and keep trying, while providing support if needed. Consequently, children are motivated in their learning. Children have access to a variety of writing equipment and enjoy writing and creating pictures. They use craft materials and magazines to make decorations and Santa sacks. Children enjoy the praise they get when they show their creations to staff and peers. This gives them a real sense of achievement as they create their work. Consequently, children are developing their confidence to follow their own ideas in learning.

Staff are friendly and approachable. They interact well with children and use effective communication skills to support them in their activities. Staff engage in conversations and use skilful questioning to encourage children to think about what they are doing. Children demonstrate good speaking and listening skills and, when necessary, are able to follow instructions well. Staff encourage children to talk about what they have enjoyed doing at school. They demonstrate that they value what children have to say by listening to their responses. Staff recognise when it is appropriate to offer individual support or attention. They make time to sit with the children during their play, successfully extending their enjoyment and understanding. Staff effectively promote children's independence during the session by encouraging them to make choices and decisions. They involve them in planning their own activities and give them responsibility for tidying equipment away. As a result, children are able to lead their own learning.

Children with special educational needs and/or disabilities are effectively supported because staff work well with parents and teachers. They gain information and advice on how best to support children so that they can all benefit from the activities on offer. Partnership with parents is generally good. Staff provide ongoing information about the activities on offer. They encourage parents to share information about their children's interests and provide them with ideas for activities children will enjoy. Staff liaise with teachers from the school and gain advice to support children's individual needs and learning. They know about the themes and celebrations going on in the school and complement these in the club. As a result, children enjoy the experience offered in the club.

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

Children receive a warm welcome as they arrive at the club. They enjoy positive relationships with all staff, who support their engagement in the club's activities. Staff build good relationships with parents and gain some information from them to support children when they start. However, there is no key-person system in place, which is a breach of requirements. As a result, some children take longer to settle and do not always join in straight away. Nevertheless, children are emotionally secure and their individual needs are generally met. All children are valued and respected and staff act as good role

models to ensure children respect and value each other. Staff take on board all children's views and listen well to their ideas. They effectively communicate with children, encouraging them to talk about their school day. Consequently, children are emotionally prepared for the move to their next stage in learning.

Children enjoy a selection of healthy foods and water is available throughout the session. Staff offer healthy choices and encourage children to get involved in making their own snacks. Staff sit with the children and take part in discussions around food choices, promoting their understanding of the importance of healthy lifestyles. Children follow good hand-washing procedures. They come into the club and are familiar with the routine of lining up to wash their hands before snack. This is reinforced when staff remind children to wash their hands after going to the toilet. Children have access to a small outdoor play area, which is used weather permitting. Staff recognise the importance of providing children with opportunities to exercise and expend energy after a busy day at school. They provide a range of physical activities, based on children's own ideas. Children enjoy football and dodgeball, and staff support them well as they learn rules and negotiate space safely. Staff have introduced a bean bag game, which supports children to develop coordination and speed. Children have access to scooters, hoops and skipping ropes and enjoy making their own games. As a result, they are supported well to further develop their current skills and abilities.

There are effective procedures in place to help children develop positive behaviour. Staff respect children and encourage them to respect each other. As they grow and develop, staff encourage children to become responsible for managing their own emotions and conflicts. At the start of every term, children develop their own set of rules. These are displayed on the board for all parents and children to see. Staff use praise and encouragement, older children act as role models and staff consistently encourage children to share and take turns during activities. As a result, all children understand boundaries and their behaviour is good. Children's safety is promoted because staff regularly talk to the children about how they can keep themselves safe. They remind children of the consequences of what could happen if they do not listen to the safety rules. Staff complete regular fire drills to ensure children know the procedure to follow in the event of a fire. Children develop an awareness of road safety as they walk from school to the club. As a result, children are gaining a better understanding of keeping themselves safe.

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

Overall, the manager and leadership team have an adequate knowledge of the safeguarding and welfare requirements. Most staff are confident with the safeguarding procedures. They understand the procedure to follow if they are concerned about a child's welfare and fully understand their responsibilities in protecting children from harm. New staff have an adequate understanding of these procedures. However, induction procedures are not yet robust enough to ensure their knowledge is good from the outset of their employment. As a result, new staff are currently less clear about the procedures to follow in the event of an allegation being made against a member of staff. As a result,

children's welfare is not assured to the highest possible level. Nevertheless, they have a good understanding of the known indicators of abuse and detailed policies and procedures are in place to support their practice. Children are generally protected from harm. Risk assessments are completed to ensure the building is safe and secure and there is a robust collection procedure in place so that children are not permitted to leave with unfamiliar adults. This effectively protects children's safety.

Safer recruitment procedures are generally followed. Staff have Disclosure and Barring Service checks and those who are waiting for checks to be completed have only supervised contact with the children. Staff's ongoing suitability is checked annually to ensure all staff remain suitable to work with children. However, some documentation is disorganised and is not readily available for inspection, including some of the detail the provider has used when making suitability decisions. Therefore, the storing of essential documentation is not sufficiently robust to ensure the efficient and effective organisation of the club. The strategic manager completes supervisions to monitor staff's performance. She provides ongoing coaching and support and assess their strengths and weaknesses. As a result, most staff are effectively supported to develop their skills and continually improve practice. However, new staff have not yet had supervisions to support them in settling into the club. Consequently, their knowledge and understanding of some procedures is not yet good and they are less confident in carrying out some areas of their role. This results in their practice being weaker than their more experienced colleagues. The manager has started to evaluate the provision, however, self-evaluation is in the early stages and does not yet fully identify priorities for improvement or involve all staff and parents.

The club is one of five settings within in the organisation and good partnerships have been developed between the settings. Regular meetings take place to ensure good practice is shared and to provide staff with further ideas and guidance to develop their practice further. Good links have been built with the school to ensure information is shared to effectively support children's individual needs and complement their learning further. Staff have built partnerships with parents. They offer daily feedback on how their child has been during the sessions and share activity ideas to support children's interests. Staff encourage parents to share their ideas so that children are effectively supported.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Met**

### To meet the requirements of the Childcare Register the provider must:

- train all staff on the written statement of procedures to be followed to safeguard children from abuse or neglect (compulsory part of the Childcare Register).

## 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>	EY361808
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	857645
<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>	40
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Longbridge Childcare Strategy Group
<b>Date of previous inspection</b>	17/11/2011
<b>Telephone number</b>	0121 4765255

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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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