

Strawberry Hill Out of School Care

Sir Alexander Fleming Primary School, 109 Southgate, Sutton Hill, TELFORD, Shropshire, TF7 4HG

Inspection date	10/12/2014
Previous inspection date	21/06/2010

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		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 form strong attachments and bonds with staff who support them to develop a clear understanding of the boundaries of behaviour.
- Staff have a sound understanding of their safeguarding procedures. This means that children remain safe and suitably protected.

It is not yet good because

- The monitoring of staff performance is not consistently implemented. As a result, children experience inconsistencies in staff practice, which affects their overall learning and development.
- Information gathered from other settings which children attend is not sufficiently effective. This means that children do not receive good quality support and care to meet their individual needs.
- Staff have still to embed the process of self-evaluation to help develop plans to make improvements.

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 children's activities inside, and carried out a joint observation of an activity with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector looked at records of children's learning and development and a range of documentation, including policies, accident, medication and attendance records, risk assessments and supervision records.
- The inspector took account of the views of parents spoken with on the day.
- The inspector held meetings with the manager, and spoke with the staff and children.

Inspector

Lesley Bott

Full report

Information about the setting

Strawberry Hill Out of School Care was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates inside the nursery unit within the children's centre and has an enclosed outdoor play area. The setting serves the immediate locality and also the surrounding areas. Three members of childcare staff are employed, of these, all hold appropriate early years qualifications at level 2 and above. The setting opens Monday to Friday during term time. Sessions are from 7.30am until 8.45am and 3pm until 6pm. A holiday club operates each weekday from 7.30am until 6pm during school holidays. Children attend for a variety of sessions. There are currently 14 children attending, of whom two are in the early years age group.

What the setting needs to do to improve further

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

- ensure there is an effective programme of performance management in place to help staff to continually improve their practice
- improve the two-way flow of information with other early years providers where children attend to ensure children receive individual support for their care, learning and development.

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

- develop the use of a self-evaluation process to help identify areas for improvement.

Inspection judgements

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

Overall, the quality of teaching and learning requires improvement. Staff make regular observations of children and use their interests to plan relevant activities and experiences. Children generally enjoy their time at the club, they settle quickly into the routine and sit and chat to friends and staff about their school day. However, on occasions activities are mundane and lack a good level of challenge for older children. For example, when making posters, all children are given the same resources to use. This means that children's individual abilities are not consistently taken into account. Staff track the progress young children make with a focus on the prime areas of learning. This information is recorded into their learning journals for parents to view, so that they are involved in their child's learning. The key person spends time in discussion with parents and carers to ensure that they are aware of children's individual needs and interests. As a result, children enjoy their

time at the club and are mostly working within their range of development expected for their age.

Staff interact generally well with children, asking them questions to encourage their thinking. Children's ideas and interests are recorded in planning documents. Some children like to relax after their school day and take part in quiet activities, for example, they play with construction toys or spend time at the writing table. Children are given choices about what they would like to do and this means that they can play indoors or outside. Staff engage younger children in conversations to build their confidence and help to support their communication skills. As a result, children are confident to share their views and comments with staff and each other. Children take part in activities to help gain an insight into the wider world, for example, they learn about different festivals and celebrations throughout the year.

Information sharing with parents about children's learning and development works generally well. Parents are welcomed into the club and encouraged to share information about their children. Parents are kept informed about activities at the club through daily verbal feedback. As a result, the club generally complements the activities offered in the classroom, in order for children to be suitably rested and well-prepared for school the next day.

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

Children's needs are adequately met and their safety is promoted well as staff meet the required adult-to-child ratios to ensure children are sufficiently supervised. Children settle quickly on arrival from school, as they hang up their coats and bags on their hooks. Staff have a warm rapport with children who are able to make their needs known. This ensures children's emotional and social well-being is met. The key-person system is sufficiently embedded to meet younger children's needs and this helps staff to form secure attachments. Information is gained from parents about children's care needs to ensure they settle quickly and smoothly into the club. Staff exchange information with parents at arrival and collection times. This means children's care, learning and development is suitably supported while at the club. Overall, children have access to a suitable range of resources, which are safe and age appropriate.

Children are cared for in a safe and secure environment. Staff check all areas inside and outside, before each session to ensure any potential hazards are minimised or removed. They help children to learn about keeping safe as they remind them of the club rules. For example, children know and understand about being sensible and staying together as they walk to and from school. Children are well behaved and understand the importance of staying safe. They understand what areas of the club they are allowed access to, and which equipment they can use. Children's behaviour is managed well by staff who support children to play and learn alongside each other. This helps promote positive relationships. Children are aware of expectations for their behaviour and are eager to receive a smiley face to be added to their chart for their efforts and achievements.

Children's individual health and dietary needs are suitably understood by staff and generally met well. For example, children manage their personal care independently as they wash their hands before meal times. Information is obtained from parents about children's special dietary needs, and staff work closely with them, and children on their preferences and any food allergies. As a result, meal times are sociable occasions where children serve themselves from a choice of healthy foods, such as a cooked meal or sandwiches. A large outdoor play space provides plenty of scope for play and learning activities. This means that children are able to regularly enjoy fresh air and exercise as they play outside.

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

Staff demonstrate an appropriate understanding of safeguarding procedures. This means they are able to identify the different types of abuse and know how to refer their concerns on to the appropriate agencies. Staff are knowledgeable about what to do in the event of a concern about a child, or if an allegation is made against a member of staff. For example, they attend appropriate training and know about their role and responsibilities in keeping children safe. A clear recruitment procedure is in place to ensure that all staff hold appropriate childcare qualifications and are suitable to work with children. Disclosure and Barring Service checks have been completed on all staff. New members of staff undergo an induction programme, which ensures they are quickly aware of the routines, policies and procedures. In addition, all required policies and procedures are in place to help with the safe and smooth management of the club. Risk assessments are effective as hazards are minimised or removed. For example, staff are deployed appropriately to ensure that children are safe as they collect them from local schools. This means that children's safety and well-being is met.

Staff receive a scheduled annual appraisal from the manager and have opportunities to access training to support their personal development. However, procedures to monitor and evaluate the quality of the staff's teaching practice are not consistently implemented. This means that children do not consistently experience relevant and motivating activities as some staff are unsure of how to best support children's learning. Overall, staff mainly have relevant knowledge and understanding of their responsibility in meeting the learning and development requirements for children. They undertake observations and track children's progress to help identify gaps in their development, which helps them to focus on their next steps in learning.

Since the last inspection, suitable progress has been made to meet the recommendations. For example, staff now work closely with parents on the choice of snacks offered to children when they return from school. This ensures that they are meeting children's individual dietary preferences. Storage of toys and equipment is now more accessible to children for them to make independent choices on what they want to play with. Self-evaluation systems are not yet fully embedded into practice. The club has yet to identify their strengths and areas for improvement using the self-evaluation process. This means that action to tackle areas of identified weakness and foster a culture of continuous

improvement is not in place. Partnerships with parents and carers work generally well as they are provided with information about the setting policies and procedures. Useful information is displayed on noticeboards, including regular newsletters. Parents speak positively about the club and say their children are 'happy and enjoy attending'. They also talk about the support from staff being flexible to their needs, and how staff guide children's understanding of appropriate behaviour. Staff recognise the importance of working in partnerships with other professionals to complement children's learning. However, such relationships are yet to be fully developed to promote consistency between children's experiences across the different settings they attend and to meet children's individual support and care needs.

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	EY403503
Local authority	Telford & Wrekin
Inspection number	895353
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	14
Name of provider	Happitots Day Nurseries Limited
Date of previous inspection	21/06/2010
Telephone number	01952583273

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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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