

Firbobs@St Andrews O.S.C

St. Andrews C of E Primary School, Townfield Lane, WIRRAL, Merseyside, CH63 7NL

Inspection date

25/11/2014

Previous inspection date

12/03/2009

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

- Staff have developed good links with the host school in order to complement children's experiences at school effectively. They provide exciting and stimulating activities which meet children's individual learning needs. Consequently, children are well supported by a consistent approach to their learning.
- Children generally feel happy at the club as the key-person system is well embedded so that staff get to know children well.
- Children have a secure understanding of healthy lifestyles as they eat a range of healthy snacks and staff discuss the importance of exercise.

It is not yet good because

- The provider has not fulfilled her legal responsibilities to notify Ofsted of changes to the provision, such as changes to the hours of operation and the appointment of a new manager.
- Staff do not always remind older children of their expectations regarding boisterous or physical play. Consequently, younger children's self-confidence is occasionally not fully supported when older children are present.

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 areas used by the club and observed activities in all areas.
- The inspector took into account the views of parents and children spoken to during the inspection and those recorded on parents and children's questionnaires by the club.
- The inspector checked evidence of the suitability of staff to work with children and sampled their qualifications including paediatric first aid.
- The inspector spoke with staff and management at appropriate times during the inspection and sampled policies, procedures and children's learning records.

Inspector

Lauren Grocott

Full report

Information about the setting

Firbobs@St Andrews O.S.C was registered in 2008, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of seven out of school clubs owned by the provider. It operates from designated areas of St Andrews C of E Primary School, in the Bebington area of Wirral. All children share access to a secure outdoor area. The setting employs four members of childcare staff, one of whom holds an early years qualification at level 3 and one who holds a qualification at level 2. The setting opens from Monday to Friday in term time only. Sessions are from 7.45am to 8.50am and 3.30pm until 5.30pm. There are currently 57 children attending, of whom seven are in the early years age range.

What the setting needs to do to improve further

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

- provide consistent messages to older children about their behaviour so that younger children or those new to the setting receive appropriate support to foster their self-confidence

Inspection judgements

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

Staff have a good understanding of how children learn and develop. Children are well supported by a consistent approach to their learning as staff have developed good partnerships with the host school. They regularly share information about children's learning and identify any areas where development is more or less than expected to ensure they can effectively complement the learning children receive elsewhere. Parents are also kept well informed about children's activities during their time at the club by staff who understand the importance of promoting a consistent approach between home and school. Staff promote communication between the host school and parents using a communication book, which further informs parents of what their children have been doing during that day.

Children's needs and interests are planned for individually by staff who know them well. Children also have opportunities to contribute to their own planning sheets if there is an activity or particular interest they would like to explore further. Staff have a good understanding of how to provide good levels of challenge through the activities they provide for individual children. They are also mindful that some children would prefer free play after a busy day at school and are flexible in the timetable of activities they provide. This means that children are keen and motivated to engage with the experiences provided for them at the club.

Staff provide activities for children which cover all seven areas of learning. For example, children develop an understanding of the world and their literacy skills by using computers in the computer suite. They engage in den building and develop their physical coordination skills in the spacious outdoor area. Children's understanding of diversity is promoted through storytelling using props or dressing-up clothes from other cultures. Children are presented with appropriate levels of challenge through the activities provided for them. Staff also support children by asking them some effective questions as they engage in activities and talk to them about what might happen next. This effectively supports children's critical thinking skills and helps them to develop the skills they require for their next stage of learning.

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

Staff do not always remind older children of their expectations regarding their behaviour. For example, children are stimulated by the range of activities on offer and older children occasionally become boisterous or exuberant. Consequently, younger children's self-confidence is occasionally not fully supported when older children are present, particularly those which are still settling into the club. However, children's behaviour is generally considerate and kind to those around them, for example, as older children help younger children to access their favourite games on the computer. Children are encouraged to contribute to the rules of the club and they generally demonstrate a secure understanding of appropriate behaviour.

Children generally feel happy at the club as the key-person system is well embedded and staff know them well. They demonstrate positive relationships with both parents and children. This means staff are able to provide appropriate support for children as they settle into the club by providing familiar activities or games. Staff also keep in regular contact with the host school to ensure they are fully informed about children's care and routines to help support them as they move between each setting. Staff are sensitive to children's needs and ensure that they have opportunities for both rest and play.

Children have a secure understanding of healthy lifestyles as they eat a range of healthy snacks, such as, fresh fruit, vegetables or spaghetti on toast and access water freely using a water dispenser. Staff use activities to promote their understanding further, for example by supporting children to make their own dips to eat with vegetable sticks. Children have opportunities for outdoor play and staff talk with them about the importance of exercise to keep their bodies healthy. Staff ensure hygiene practices are well embedded as children wash their hands independently before they eat their snack. Children have a number of opportunities to develop their independence, for example, by carrying their own plates to the snack table. Children's understanding of their own safety is appropriately supported. Staff provide basic messages to children about keeping themselves safe, for example, by reminding them not to run indoors.

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

The provider does not fully understand her legal responsibilities to notify Ofsted of changes to the provision. For example, the opening hours of the club have changed and a new manager has been appointed who is not known to Ofsted. The provider's failure to comply with the notification requirements of the Early Years Register is an offence. It is also a breach of both the compulsory and voluntary parts of the Childcare Register requirements. Her failure to notify Ofsted to the changes in the hours of operation has minimal impact on children's safety and well-being. The provider has had appropriate vetting checks conducted for all staff, including the new manager, and demonstrates appropriate recruitment procedures to verify their suitability to work with children. She has implemented safeguarding policies and procedures which cover the use of mobile phones or recording devices at the club. Staff have a secure understanding of these in order to take appropriate action if they have concerns about a child. Staff risk assess the areas used by children to identify and minimise any hazards and exceed the suggested ratios of staff to children to provide appropriate supervision to children as they move between the indoor and outdoor area. Overall, although the provider gives some thoughtful consideration to keeping children safe, her working practices are not robust enough to meet all the relevant legal requirements.

The leadership team have a secure understanding of the learning and development requirements of the Early Years Foundation Stage. The manager has forged secure relationships with the host school to ensure that the educational programmes provided meet the needs of all children attending and effectively complement the experiences children receive at the host school. Parents also have good relationships with staff, and as a result, children are well supported in their learning. As staff have secure links with both parents and the host school, they are quickly able to identify areas of children's development that are less advanced than expected and secure interventions for them where required.

The leadership team has completed a self-evaluation form and updates this on a monthly basis. The manager drives improvements to the club using a monthly action plan. She takes into account the views of parents and children by using frequent questionnaires. For example, she uses the information to shape the activities and foods provided to children. Parents are delighted with the quality of care provided as their children are fond of the staff team and enjoy all of the activities provided. Parents say they find the approachable staff and flexibility of the club invaluable. Staff feel well supported as they have annual appraisal meetings and access training to enhance their knowledge and skills. The leadership team also meet on a regular basis with managers from the other clubs owned by the provider, to share ideas and practice. Consequently, the leadership team demonstrate a capacity to continue making improvements to the provision to achieve even better outcomes for children.

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

**Not Met
(with
actions)**

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

- ensure that Ofsted is informed of the appointment of a new manager of childcare on domestic or non-domestic premises (compulsory part of the Childcare Register)
- ensure that Ofsted is informed of a change to the days or hours that children are cared for (compulsory part of the Childcare Register).
- ensure that Ofsted is informed of the appointment of a new manager of childcare on domestic or non-domestic premises (voluntary part of the Childcare Register)
- ensure that Ofsted is informed of a change to the days or hours that children are cared for (voluntary 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

Unique reference number	EY381909
Local authority	Wirral
Inspection number	858711
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	57
Name of provider	Carrie Ann Stacey
Date of previous inspection	12/03/2009
Telephone number	07709 807400

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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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