

# Explosion The Altogether Club

Sutton Road School, Retrace Centre, Moor Lane, MANSFIELD, Nottinghamshire, NG18 5SF

## Inspection date

15/12/2014

Previous inspection date

14/09/2009

## 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's independence, communication skills and ability to make decisions are supported very well. Consequently, they develop the necessary characteristics to continue their learning in school.
- Warm relationships exist between children and staff. As a result, personal, social and emotional development is supported effectively, children feel safe and secure, and behaviour is good.
- Very good relationships are established with parents and the adjoining school. As a result, effective communications are in place that ensure children's individual needs are known and met.
- The management team are organised and staff are deployed effectively and supported in their role. Consequently, children's needs are met to a high standard.

### It is not yet outstanding because

- The mobile telephone and camera policy is not readily available in the setting. Consequently, not all parents and visitors are promptly made aware of the procedure that is in place.
- The management team have not kept up to date with new food safety standard regulations. As a result, there has been a delay in informing parents about any allergens contained in food served on the premises.

## 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 taking place in the one main playroom.  
The inspector spoke to children and staff at appropriate times during the inspection,
- and held meetings with the manager and members of the voluntary management committee.
- The inspector took account of the views of parents spoken to on the day of inspection.  
The inspector looked at planning documentation, evidence of the suitability of staff
- working in the setting and a range of other documentation, including policies and procedures.

**Inspector**  
Julie Fowler

## Full report

### Information about the setting

Explosion The Altogether Club was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises attached to Sutton Road School in Mansfield, and is managed by a voluntary management committee. The club serves the local area and is accessible to all children from the adjoining school. It operates from one room and there is access to outdoor play in the school grounds. The club employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The club opens Monday to Friday, term time only. Sessions are from 7.45am until 8.50am and 3.15pm until 5.45pm. Children attend for a variety of sessions. There are currently 29 children attending, of whom two are in the early years age group.

### What the setting needs to do to improve further

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

- keep up to date with food safety regulations, with particular regard to informing parents about allergens in food served on the premises
- make readily available a copy of the mobile telephone and camera policy in operation within the setting.

## Inspection judgements

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

The good learning environment results in children being happy, content and eager to play and learn. This is supported well by staff who understand that children's learning at school needs to be complemented in the setting, whilst providing them with necessary leisure time. The excellent relationships the setting has with the adjoining school allows for good communication to take place regarding children's learning and development. Staff regularly plan activities to complement learning taking place at school, and around children's current interests. As a result, children make good progress in their development.

Children acquire the skills, dispositions and attitudes to support their learning at school. For example, they continually engage in a range of self-chosen and adult-led play and activities, with attentive staff available at all times. As a result, their independence is supported well, as they learn to make choices and decisions for themselves. They learn to communicate with each other as they are supported to listen and respond to each other, and are attentive when staff give them instructions, such as to find their belongings when their parent arrives. Children have opportunities to develop their problem solving and thinking skills, for example, through completing puzzles and playing card games. These

are skills which they then use in everyday life when negotiating play with other children. As a result, children develop characteristics that support their interest in learning, and effective communication skills which support them to engage with others and share their learning opportunities and interests. Children are then able to transfer their skills to the classroom learning environment during school sessions.

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

Children benefit from the welcoming and relaxed environment. They demonstrate that they feel safe and secure as they play freely and interact with staff and other children. Staff engage children in conversations and play and, as a result, children's overall sense of belonging and well-being is supported. For example, staff include children in all activities, and are aware of any children who may need support to choose what to do next. They include children in activities taking place, such as Christmas crafts, and allow children to take the play in their own direction. This fosters good relationships and gives children confidence to play, experiment and take part. As a result, children's motivation to learn, their curiosity and confidence is supported to a good standard.

The setting caters very well for the wide range of ages of children who attend. Staff have thought carefully about the layout of the room and resources on offer, to ensure that all children's needs are met. This includes a range of play provision areas, including space for physical play and quiet time. Consequently, children's individual needs are met as they choose what they want to do, and where they want to be. Staff support children to manage their own safety. For example, as children engage in a game of giant stacking blocks, staff discuss the rules with them regarding staying safe when the tower falls over. Children respect these rules and remind each other about them. As a result, children learn how to manage their own safety and begin to develop a sense of caring and concern for others around them. Healthy lifestyles are equally well supported as children routinely know to wash their hands before eating and after visiting the toilet, and through the healthy menu that the children and parents have helped to develop.

Staff and children develop rules and boundaries together, which are displayed on the wall. This further develops children's sense of belonging, and helps to maintain a supportive environment. Children occasionally need reminders of the behaviour expectations in the setting. However, as they are involved in setting the rules, they respect these reminders and, consequently, behaviour is very good.

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

The management and staff team demonstrate a good understanding of how to keep children safe. They understand the processes to follow if they have a concern about a child's welfare and have excellent relationships with parents and the adjoining school. These relationships support the settings ongoing commitment to ensuring all children's needs are fully met. The leadership and management have processes in place to check that all adults working with the children are suitable to do so. All staff are trained in safeguarding children, hold first-aid certificates, and are deployed effectively throughout

sessions. As a result, children are safeguarded from harm and any accidents and illnesses are responded to without delay. A mobile telephone and camera policy is in place, which is effectively shared with the school. However, the management have not ensured a copy of this policy is available for reference in the setting. This means that they cannot assure that all staff, parents and visitors are familiar with the procedure to follow.

The organised leadership and management team understand their roles and responsibilities with regard to the learning and development requirements of the Early Years Foundation Stage. They offer opportunities that complement children's learning in school and, as a result, children make good progress. The staff team continually improve their practice. This is because the manager holds regular supervision sessions with them, and has introduced a system of observations and monitoring to support staff further with their practice. As a result, staff are knowledgeable and motivated, and children make good progress. The setting takes part in regular self-evaluation and plans for improvements to be made. This involves discussions as a staff team, with children and parents, and with the school. For example, children and parents share their thoughts with regard to menu planning, which is improved as a result. The setting have effective food safety procedures in place as they have been awarded five stars, however, they have not yet informed parents about known allergens in food they serve, in line with newly introduced regulations. As a result, they have failed to meet this requirement in a timely manner.

Excellent relationships provide for strong partnerships between the setting, parents and the school. This means that children receive a consistent approach to their care and learning. The effective communications in place ensure that children's movements from school, to the setting, and to home are calm and organised. As a result, children's feelings of belonging and well-being are supported to a high standard. Parents are very complimentary. For example, they discuss how their children ask to attend the setting. They talk about how the setting's supportive ethos helps them, as any messages to and from school are promptly relayed. As a result, children's individual needs are known and met.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	253262
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	871518
<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>	20
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Retrace Committee
<b>Date of previous inspection</b>	14/09/2009
<b>Telephone number</b>	07904451898

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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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