

Lighthouse Club

St. Nicholas RC Primary School, Jockey Road, SUTTON COLDFIELD, West Midlands, B73 5US

Inspection date	16/12/2014
Previous inspection date	19/07/2011

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

- Practitioners have a good knowledge and understanding of how children learn through play. They create a relaxed, child-centred environment and provide children with a wide range of resources and experiences.
- Children are happy and form close bonds with practitioners and the other children. Practitioners have a warm and caring rapport with the children, which helps them feel safe and secure. They are knowledgeable about children's individual needs and this promotes their welfare and well-being effectively.
- Partnerships with parents and the host school are strong. This ensures children's continuity in care and learning is successfully promoted.
- The manager and practitioner team show a strong commitment to safeguarding children. Clear procedures are followed to ensure children's safety and welfare are maintained effectively.

It is not yet outstanding because

- Opportunities for younger children to be aware of their own learning goals and be more involved in planning activities have not been fully embraced.

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 play and learning activities taking place indoors and outside.
- The inspector held a meeting with the manager and talked to practitioners and children during the inspection.
- The inspector checked evidence of the suitability and qualifications of practitioners working with the children and the club's self-evaluation processes.
- The inspector sampled a range of documentation, including policies and procedures, children's records and risk assessments.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Jacqueline Nation

Full report

Information about the setting

Lighthouse Club was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and managed, and operates from a mobile classroom located in the grounds of St. Nicholas RC Primary School in Sutton Coldfield, West Midlands. Children have access to an enclosed outdoor play space. The club provides before and after school care and serves children who attend the school. There are currently 70 children on roll, six of whom are in the early years age range. The club is open Monday to Friday, during school term time. Morning sessions are from 7.30am until 9am. After school sessions are from 3.30pm until 5.30pm Monday and Friday, and 3.30pm until 6pm on Tuesday, Wednesday and Thursday. Children attend for a variety of sessions. The club employs four practitioners. Of these, three hold appropriate early years and playwork qualifications at levels 3 to 6.

What the setting needs to do to improve further

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

- build on opportunities for younger children to be more involved and aware of their own learning goals, and help them to influence plans to further support their future learning and individual interests.

Inspection judgements

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

Children are confident and happy in this lively and welcoming club. Practitioners have a good knowledge of how children learn and make the most of opportunities to promote children's learning through discussions and group activities. This means that children continue to make good progress in their learning and development. The quality of teaching is good and practitioners spend time supporting and guiding children's play. They help them to play together cooperatively and use their imagination and creative skills. Practitioners involve themselves in children's play appropriately and they explain how to play games that promote their critical thinking and mathematical skills, such as snakes and ladders, dominoes and matching pairs. Practitioners confidently engage children in conversations, enabling them to talk about what they are doing. This approach is very effective in extending children's confidence in their communication, language and personal, social and emotional development. A very good range of board games are accessible to help promote children's literacy skills as they recognise letters and make up words. There are good opportunities for children to relax after their school day and watch a favourite film or select a book to read.

Children become thoroughly immersed in festive art and craft activities and creative play. They use a wide range of resources to extend their art and craft design skills and are very

proud of their angels, Christmas trees and bells. Younger children have painted delightful self-portraits; these are displayed and all children are encouraged to share where they have been on holiday. They pin their postcards to a map, which helps children understand about a wider world and develop a sense of belonging. A good role-play area and a range of dressing-up clothes further support children to use their imagination in their play. Children learn about the world around them through discussions and topics that cover the different seasons and a range of celebrations throughout the year, such as Diwali and Chinese New Year. Good provision is made to enable children to move freely from indoor to outdoor play, which children relish. They enjoy the freedom and space this offers and take part in racing games, skipping and playing with bats and balls. This promotes their physical development and enjoyment.

Practitioners are guided by a set of national principles where the prime focus is to support and facilitate the play process. Children are involved in making decisions about their play and older children are confident enough to ask or select additional resources themselves. However, there is room to strengthen how younger children become more aware of their own learning goals and be more actively involved and be able to influence plans to support their future learning based on their interests. That said, practitioners successfully complement children's learning at school, building on their skills and understanding in a relaxed, play-based environment.

Partnerships with parents are strong and they are well informed about the activities children take part in. There are opportunities to exchange information at the end of the session and for children to tell parents about the activities they have taken part in. Good partnership working with school staff ensures that children continue to gain skills that will support and complement their learning and enjoyment. Children are happy, settled and confident in their environment and are supported well by practitioners during their time at the club.

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

Children benefit from being cared for in this friendly, child-centred club where they are made to feel welcome. Practitioners form strong and secure emotional attachments with children; this provides a firm base to build on children's personal, social and emotional development. Practitioners are sensitive and have a warm and caring rapport with the children, which helps them to feel safe and secure. This supports children well to enable a smooth transition as they move between home, school and the club. Children are allocated a 'buddy' to support them when they first attend the club, and this helps them to get to know the routine and feel part of the group. The key-person system ensures the needs of the younger children are met. All practitioners are knowledgeable about children's individual needs and this fosters their welfare and well-being effectively.

Safety within the club is given good consideration and children are cared for in a secure environment. Practitioners are vigilant and they supervise the children well. They talk to the children to help them understand how to keep themselves safe through their play and use of resources, such as handling scissors appropriately and being aware of the boundaries during outdoor play. Children also practise the evacuation procedures; this

means that they know how to exit the building in the event of an emergency. Children's behaviour is very good and sensitively managed with gentle reminders to help them understand the rules for being together. Children devised their 'top ten rules' for the club and as they play they learn how to share and take turns and to be patient and cooperative as they wait for their turn in a game. Older children have a lovely empathy with the younger children. For example, some older children support and guide younger ones as they play by explaining the aims and rules of a board game. Younger children are appreciative of their help and are able to join in and enjoy the game.

Practitioners are good at helping children to adopt a healthy lifestyle and learn the importance of being physically active. There is good provision for outdoor play and children benefit from the healthy snacks that practitioners prepare for them which reflect a healthy and balanced diet. Children enjoy a variety of snacks, such as sandwiches, crackers and fresh fruit. This contributes to children's all-round good health and helps them develop a positive approach to keeping themselves fit and healthy. Children sit together and enjoy being able to chat about their day. Practitioners are fully aware of children's individual dietary needs and parents' preferences. Partnerships with parents are very positive. Parents feel welcomed and included in the club and have the opportunity to comment on the care and well-being of their children. A range of useful information is exchanged and displayed on the club notice board.

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

This is an effectively managed out of school club. Children's health and safety are enhanced by robust policies and procedures, which are used successfully to maintain the safe and efficient management of the club. The manager and practitioner team work effectively together and are fully committed to improvement. They make sure that all children enjoy their time at the club and achieve well. Safeguarding children is prioritised. All practitioners have a secure understanding of the procedures to follow should they have a concern about a child in their care. They also understand the action to take if an allegation is made against a practitioner. Information about the club's safeguarding policy is displayed and shared with parents. This means that they are aware of the practitioners' roles and responsibilities in safeguarding and protecting children.

Risk assessment and practitioner vigilance help to keep children safe during their time at the club. External gates are locked and practitioners monitor the arrival and departure of parents and visitors to ensure children are kept safe. Effective systems are in place for the recruitment and selection of practitioners to ensure they are suitably qualified and experienced. Induction procedures are in place to make sure practitioners understand their role and are knowledgeable about the policies and procedures relating to the club. Disclosure and Barring Service checks are in place for all practitioners involved in the care of the children. Practitioners' ongoing suitability is confirmed during discussions with them to make sure they continue to be suitable for their role. Annual appraisals and regular supervision meetings are carried out to monitor and evaluate practitioners' practice and identify any training needs. This ensures that practitioners are able to enhance their skills and knowledge to benefit children.

It is evident from discussions with the manager and practitioner team that they are fully committed to making sure children are happy and secure and enjoy and achieve well. They have developed strong partnerships with parents and school staff to ensure children's care, learning and development are fostered effectively. The club is not currently caring for any children with special educational needs and/or disabilities or children who speak English as an additional language. However, the manager and practitioner team are aware of the importance of working in partnership with parents and other professionals to make sure they meet the needs of all children.

The manager and practitioner team have a good knowledge of the learning and development requirements and how to guide and support children's learning in this type of provision. Practitioners talk to children about what they would like to do and seek their views about the activities and resources available. However, there is room to build on the arrangements for involving younger children more in planning activities with a clearer focus on their interests. Parents recognise and appreciate what the club achieves for their children and they speak very positively about the practitioner team and how their children love attending. They are pleased with the range of activities available and speak about their children being able to knit and crochet. Some parents talk about the club being 'like a family' and they particularly like being invited to the talent show at the end of term. Overall, the manager and practitioner team create an environment that is welcoming and supportive, where children continue to grow in confidence and develop their independence to support their ongoing learning and skills needed for their future success.

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	EY421350
Local authority	Birmingham
Inspection number	852207
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	70
Name of provider	Carole Catherine Baird
Date of previous inspection	19/07/2011
Telephone number	0121 2405698

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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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