

# Thomas A Becket Childcare Club

Thomas A Becket First School, Pelham Road, Worthing, West Sussex, BN13 1JB

<b>Inspection date</b>	18/12/2014
Previous inspection date	10/12/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Staff are welcoming and friendly. They demonstrate a good understanding of how to support children's interests and learning appropriately, so children are engaged in their play.
- Staff use effective strategies to promote positive behaviour, which helps children to behave appropriately and fosters their self-esteem.
- Staff support children's growing understanding of a healthy diet effectively. This means children learn to understand the importance of a healthy lifestyle.
- Staff give children lots of opportunities to make decisions and choices. This helps children develop a strong sense of belonging and good independence skills.

### It is not yet outstanding because

- Staff do not always share information effectively with parents so they are fully aware of how their child has settled and what they have been doing.

## 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 and staff's interaction in both rooms of the club.
- The inspector spoke to children, staff and parents during the inspection.  
The inspector sampled a range of documents, including the safeguarding policy, the medication and accident records, and the children's registration and attendance records.
- The inspector conducted a joint observation with the registered individual.
- The inspector held a leadership and management. and a feedback meeting with the manager, registered individual and area manager.

## Inspector

Jacqueline Walter

## Full report

### Information about the setting

Thomas A Becket Childcare Club registered in 2004. It is a privately owned club that provides out-of-school and holiday play scheme care. It operates from a hut with two rooms within Thomas A Becket First School in Worthing, West Sussex. The club opens five days a week. Sessions are from 7.45am to 8.45am and from 2.50pm until 4.30pm or an extended session until 6pm during the school term. The holiday play scheme operates each weekday from 8am to 6pm. All children have access to enclosed outdoor play areas.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 13 children attending in the early years age range. The club supports children with special educational needs and/or disabilities and children who are learning English as an additional language.

The provider employs 22 members of staff. Of these, 18 staff, including the manager, hold appropriate early years qualifications. There is one member of staff who holds early years professional status.

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

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

- enhance systems used to share information with parents about general routines and activities provided for their children to help them to understand more about what their child has been doing.

### Inspection judgements

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

Children enjoy purposeful and fun activities at the club, enabling them to learn through good play experiences. Staff have a good understanding of how to promote children's learning through play and do so efficiently. They also understand when to stand back and enable children to play independently, so they solve problems and develop good imaginative skills. For example, children chose to play a game of hide and seek during the inspection, playing cooperatively together to agree whose turn was next. Staff provided clear instructions to children as they helped them learn how to play card games and a game of chess.

Children delight in being able to choose activities led by adults. Staff respond positively to children's requests. For example at the inspection, children had a great deal of fun dipping marshmallows into chocolate before decorating them with other food items. They developed good hand-eye coordination skills, as well as engaging in stimulating

conversations as they chose what to use to decorate their marshmallow.

Children have good opportunities to learn about other cultures and diversity in the world around them through many creative activities, which enhances their learning and development. For example, a music teacher visited the club for a week and taught children different cultural dances each day. The children learnt how to move their bodies in different ways in rhythm with the music. Children have also been learning more about how people celebrate Christmas around the world. They have drawn pictures and written about people wearing summer clothes at Christmas in Australia and made collages and images using different textures and resources.

Staff conduct regular observations on the children and use these to inform their planning so that it reflects the needs and interests of the children effectively. The staff collate photographs of children's activities and written observations into individual scrapbooks for each child. These show how children enjoy learning through stimulating play experiences. However, not all parents are fully aware that their children have scrapbooks and so are not fully involved in their children's learning at the club. Staff share regular information with parents about how their child has been at the club. However, they do not always give them extensive information about general routines and the activities children have been doing. This hinders parents' opportunities to feel fully involved in their child's time at the club.

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

There is an effective key-person system in place because staff help to settle children in by offering taster sessions for parents to attend with their child. Staff then spend useful time getting to know their key children, to enable them to promote their emotional well-being effectively. Staff and children build good friendships with each other, resulting in a harmonious environment where everyone feels a strong sense of belonging. Children behave very well, responding to staff's requests well as they learn to be kind and use good manners, for instance at snack time. Children show how happy and at ease they are with each other and staff when they arrive at the club and when the register is called. During the inspection, they responded to their name being called by jokingly saying 'Merry Christmas'. Children delighted in telling staff about their class Christmas party that day, recollecting what fun they had.

Staff ensure children keep safe at the club through their good deployment and supervision of the children, both inside and outdoors. They teach children about how to keep safe through gentle reminders, such as to sit properly on a chair, and by practising evacuation drills regularly. When staff needed to create more space for an activity during the inspection, children worked collaboratively with them to move tables and chairs. This reflects how harmoniously the children and staff work together to promote good outcomes for everyone.

Staff treat each child with respect and as an individual with their own needs and interests. Food provided for snacks or activities, such as the marshmallow dipping, reflect children's

dietary needs appropriately. Children following a vegetarian diet were offered grapes as an alternative to dip in to the chocolate instead of the marshmallows. Staff plan menus to promote healthy eating but also to take account of the children's preferences so that they enjoy the food and drinks provided. Children learn how to follow good hygiene practices as part of their normal routine activities at the club, which helps to protect everyone's health.

Children enjoy purposeful outdoor play where they are able to let off steam and engage in many activities as part of a healthy lifestyle. Children enjoy using hoops, doing art and craft work under the gazebos on the grassed area and making dens to enjoy imaginative play. Staff ensure that children have independent access to a good range of resources, both inside and outdoors to meet their needs and capture their interests.

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

Strong leadership and management of the club result in the outcomes for children being good. Children keep safe, are happy and well cared for by staff who meet their needs successfully, in a comfortable child-friendly environment. Staff have a good understanding of their roles and responsibilities, including safeguarding and child protection. This helps them to protect children and ensure they are well cared for. Most staff are trained in first aid and they complete accident and medication records accurately to protect children's health. Staff's good use of risk assessment means the environment is safe for children to move around and play freely and safely at all times.

The use of good, robust recruitment, vetting and induction procedures means only suitable staff work with children and that they fulfil their roles consistently well. All adults have been vetted appropriately and staff protect children from any unauthorised persons entering the premises by keeping the club secure. Staff have good opportunities to attend further training to develop their knowledge and skills, to enhance their practice and the quality of the provision for children.

The provider has made sure they have met the recommendations raised at the last inspection. This contributes to improving outcomes for children as they now have more technology and outdoor physical play resources to use. Staff use evaluation appropriately to review their practice and identify areas to develop further to drive improvement and enhance the club for children. Senior management review policies and procedures to make sure they are up to date and safeguard children effectively. Staff review the activities and children's experiences appropriately, including through informal discussions. Children also share their views, which staff act on, such as by amending the food menus to incorporate the children's preferences. This enables the children to see how their views are important to the club. The parents' views also matter and the club has provided some new tables and chairs to replace items that parents felt were rather worn.

Staff establish and maintain good partnerships with parents, which has a positive impact on the children's care and learning. However, parents do not always receive

comprehensive feedback about what their child has been doing and how they settled in the club to keep them informed. Nevertheless, parents commented at the inspection that they were happy with the provision their children receive. They said that their children enjoyed the time spent in the club, there was a lot of creative play and that staff interacted well with their child.

### **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

<b>Unique reference number</b>	EY283996
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	833623
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	45
<b>Number of children on roll</b>	13
<b>Name of provider</b>	Kerry Osborne
<b>Date of previous inspection</b>	10/12/2009
<b>Telephone number</b>	07833 632264

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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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Piccadilly Gate  
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