

Just Another 5 Minutes

Two Moors Primary School, Cowleymoor Road, Tiverton, Devon, EX16 6HH

Inspection date	06/01/2015
Previous inspection date	02/08/2011

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 develop warm and caring relationships with children. As a result, children enjoy attending the club and play happily with each other.
- Partnership with the host school is well established. A daily exchange of information about the children effectively promotes continuity in their care and learning.
- Parents are satisfied with the club's provision and praise staff for their care and the activities offered to their children.

It is not yet good because

- Records of staff qualifications are not accessible and available. This is a breach in requirements.
- There are no numbers, letters or words available in the creative area for children to refer to in their play and when making marks to develop their early writing skills.
- Staff do not extend children's independence by involving them in the preparation and routine of snack and meal times.

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.
- The inspector spoke to staff and the manager.
- The inspector sampled documentation including policies and staff suitability checks.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to some parents to obtain their views on the day of inspection.

Inspector

Katherine Lamb

Full report

Information about the setting

Just Another 5 Minutes registered in 2005. It is a privately owned out-of-school and holiday club. It operates from Two Moors Primary School in a residential area of Tiverton in Devon. The club has use of two classrooms and enclosed outdoor play areas. It opens from 8am to 6pm each weekday during the school holidays to all children, including those from other schools. During the school term, the club is available only to those children from Two Moors Primary School. It opens from 7.45am to 8.50am and from 3.30pm to 6pm, Monday to Friday. The club is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 74 children on roll; of these, five are in the early years age group. There are three full-time members of staff and one part-time. The manager and deputy both have relevant level 3 qualifications and the other full-time member of staff is qualified to level 2.

What the setting needs to do to improve further

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

- ensure records and documentation, particularly those relating to staff qualifications, are easily accessible and available, unless there is a prior agreement with Ofsted that they can be kept securely off the premises.

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

- provide numbers, letters and words for children to refer to in their mark making activities and play
- develop children's independence further, such as involving them more in the preparation and routine of snack and meal times.

Inspection judgements

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

Staff provide a comprehensive range of activities based on what they know about children's interests and needs. They seek information both from children and their parents when children join the club in order to provide resources and activities that interest them. Staff make general observations on children's learning and the activities they enjoy in order to inform their weekly plans. The club has an effective partnership in place with the host school in order to share knowledge about children's learning with teaching staff. This

contributes to assessment of children's progress. Staff also work at the school and this helps when planning activities that complement children's learning, helping them to enjoy their time either side of the school day.

Staff deploy themselves effectively to support children's learning. For example, when children played with the construction toys, staff listened closely to their discussion about what they were imagining and made suggestions that extended their ideas. Staff play board and card games with children, which provides opportunities to extend children's learning and develop their social skills, such as taking turns. Children build models with small blocks, developing their manipulative skills. Staff enhance children's communication and language skills by talking to them about their models, which also develops their sense of pride in their achievements. Staff provide daily creative activities, offering a range of resources, for example so that children can create pictures. Children talk about what they have drawn and ask staff for help to write their own names and label their work. Staff provide appropriate support; however, they do not extend children's learning further. They do not make available letters, words or numbers for children to see, copy and compare, to follow their interest. Other activities offered include air hockey, baking and painting to enrich the opportunities for children to use their creativity and imagination.

Staff demonstrated how to play charades. Children watched and listened carefully as staff gave instructions and explanations and then followed their lead. Older children watched before going over to join in. This well-taught and fun activity involved most of the children of all ages. Staff supported younger children well to play this game, helping them to learn the rules. This resulted in all children knowing to take turns. They eagerly waited until they were able to pick a card to act out. Children access age-appropriate books in the quiet area, to enjoy and complement the reading experiences they have during school hours or at home. Staff retell stories well to draw children's attention to the pictures, involving them in numbers and counting.

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

The provider fails to meet all requirements of the Early Years Foundation Stage. It does not make all documentation available for inspection to show staff qualifications. However, this does not have a significant impact on children's well-being. This is because staff demonstrate the skills needed to keep children emotionally happy, safe and secure.

Promoting children's personal, social and emotional development is a key strength of the club. The well-established staff team are friendly and caring. As a result, all children are very happy and content and they move from the school into the club with ease. Staff obtain useful information from parents about their children when they first start. For example, staff find out children's likes and dislikes and information regarding any dietary requirements. As a result, they meet children's individual needs well, meaning children are emotionally secure and developing a strong sense of belonging. Overall, children have access to a good range of resources and equipment, which are safe and suitable and help occupy and engage children.

Children have a secure understanding of healthy lifestyles. They are familiar with staff expectations for positive hygiene practices and know to wash their hands before mealtimes. They eat a range of healthy snacks, such as fresh fruit and toast. However, staff do not extend children's independent self-care skills further at mealtimes by involving them in the preparation and routine. For example, at snack time, they do not involve children in cutting up the fruit, serving the food to each other or helping to wash and clear up. Staff provide basic messages to children about keeping themselves safe, for example by reminding them not to run indoors. This helps to appropriately develop children's understanding of their own and others' safety.

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

Documentation relating to staff qualifications was not on site or available for inspection. The manager has no prior agreement with Ofsted for this. This is a breach of requirements for the Early Years Foundation Stage. Overall, the provider has an appropriate understanding of the safeguarding and welfare requirements. She ensures staff implement the broad range of policies to support children's welfare, and their learning and development. Staff share these with parents to keep them informed of the procedures they follow to safeguard children. Staff have a suitable understanding of the safeguarding procedures they must follow if they have concerns about a child's welfare.

The manager has relevant systems for staff recruitment and selection to ensure staff are suitable to work with children. For example, she completes Disclosure and Barring Service Checks on all staff. Staff risk assess the areas used by children to identify and minimise any hazards. The manager ensures staff ratios meet requirements so they can provide appropriate supervision to children as they move between the two rooms. All staff work at the host school, and currently all children at the club attend this school. This helps staff to understand the children's learning and development and care needs well, promoting consistency between the school and the club. Staff speak with parents daily and share information about the children's activities, their meals and any information from school. Parents say their children enjoy attending the club and they appreciate the care given.

Generally, self-evaluation positively supports ongoing improvements to the club. The manager asks staff to contribute their views to this during their meetings. She seeks parents' views through discussions so they can share their opinions as part of the evaluative process. Staff sometimes ask children for their views about the activities they would like. This allows the manager to consider the views of all those involved in the club when drawing up action plans for future development. Evaluation identifies staff training needs, particularly care practices, so staff keep their knowledge up to date. The manager meets with staff to review their practice and identify areas for improvement. She is also working closely with the local authority to identify additional areas for improvement. The club has addressed the recommendation from the previous inspection, showing its capacity to improve outcomes for children with regard to safeguarding matters. Overall, although the provider considers procedures for keeping children safe, not all systems are

robust enough to meet all the relevant legal requirements.

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	EY304264
Local authority	Devon
Inspection number	827883
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	40
Number of children on roll	74
Name of provider	Paula Tickner
Date of previous inspection	02/08/2011
Telephone number	01884253006

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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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