

Precious People Out Of School Club

Shustoke Primary School, Forge Road, Shustoke, Coleshill, Birmingham, West Midlands, B46 2AU

Inspection date	08/01/2015
Previous inspection date	09/11/2011

The quality and standards of the early years provision	This inspection:	
	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 provide a wide range of stimulating enjoyable activities, ensuring children make good progress across all areas of learning.
- The key-person system is effective. Staff support children to form strong relationships, resulting in children who are confident and self-assured.
- Children are effectively supervised and, as a result, they learn to keep themselves safe. Staff have a good understanding of how to implement safeguarding policies and protect children in their care.
- Partnerships with parents and the school are strong, ensuring that children's individual needs are well-met.
- The well-qualified team are very experienced and provide good quality teaching to ensure children's ongoing development and enjoyment.

It is not yet outstanding because

- Staff do not always make effective use of the wide range of resources to extend children skills so that they can experiment during activities.

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 checked evidence of the suitability and qualifications of all staff who work directly with children.
- The inspector held meetings with the provider, who is also the manager, and spoke with the staff and children.
- The inspector looked at records, policies, staff's files and documentation, including self-evaluation feedback questionnaires.
- The inspector carried out a joint observation with the manager and observed activities in the main classroom.
- The inspector took account of the views of parents spoken with on the day.

Inspector

Adelaide Griffith

Full report

Information about the setting

Precious People Out of School Club was registered in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the grounds of Shustoke Primary School in Coleshill, West Midlands and is privately owned. The club serves the children who attend the school and is accessible to all children. It operates from a classroom and there is an enclosed area available for outdoor play. The club employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The club opens from Monday to Friday during school term times for children who attend the school. Sessions are from 7.45am to 8.55 am and from 3.15pm to 5.45 pm. A holiday playscheme is offered during the main school holidays and is open to children who live in the local area. Children attend for a variety of sessions. There are currently 12 children attending who 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:

- help children to extend their skills in using a wider variety of materials so that they have opportunities to experiment during creative activities.

Inspection judgements

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

Children enjoy their time in the club where their learning and development is effectively promoted. Staff consistently provide a wide range of stimulating activities that promote children's development across all areas of learning. There are very good interactions between the staff and children and, as a result, children's language skills are well-developed. Children have many opportunities to discuss ideas and to build on what they already know. For instance, children participate in creative activities, including some that are delivered to encourage them to talk about favourite foods. During such activities staff ensure resources are set out on tables within children's reach so that they can select those they wish to use to decorate their pretend plates of food. As children use crayons, tissue paper, glue and woollen strands to create their designs, they learn to work with a range of materials. However, the selection of resources provided does not reflect the wide range available in the setting. Therefore, children are not always able to vary the combination of materials and to experiment during activities. Staff provide good guidance and listen while children explain their choice of foods. They consistently encourage children to find solutions to problems, such as how much glue they need to stick materials on to plates. Children's individual needs are well-met within all activities so that all have equal opportunities to explore the environment during play. For instance, children choose to play

games with friends and to use counters to increase their number skills. When children first start in the club staff obtain clear information about what children can do and they record their preferences for play. Staff also use information from observations to understand children's learning needs. Therefore, staff ensure that planning is linked to children's interests and based on the observations.

There is a strong partnership with the teachers of the school because staff always discuss how they can support children's learning. For instance, as children focus on three-letter words to develop their skills in phonics, staff encourage them to write these words. They also include longer words to stretch children in their writing skills and this means children are well-supported. Staff regularly discuss with parents the activities they deliver in the club and how learning can be further supported at home. Regular assessments and effective planning are used consistently to ensure children receive worthwhile learning experiences across all areas of learning. Staff are enthusiastic in their approach to children's learning and this results in high expectations of what children can achieve. For instance, all children write their names on examples of their work and they demonstrate good understanding of events, such as birthdays. The commitment to promoting children's learning mirrors what the school expects of the children. This means there is consistency in the approach of the school and the club. In turn, this benefits the learning and development of the children who make good progress from their starting points. The staff provide a child-friendly environment, in which children have opportunities to explore their surroundings through play.

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

Staff provide a warm, welcoming environment, in which children are fully at ease. They settle quickly in the club and form strong relationships with key persons. Parents appreciate the informal atmosphere, in which children relax at the end of the school day and where they have an enjoyable time. Children say that they have fun in the club and they generally choose from a good range of activities. Children are well-behaved and all follow the rules in the club. For instance, when staff start clapping, children stop what they do and join in. Children know that this is time when staff need to share information or to gain their attention for other reasons. Children have opportunities to mix with older children, resulting in good social skills and high levels of confidence. Therefore, children form strong friendships and learn to cooperate with others. Children are self-assured and they often initiate conversation with visitors and staff. Children take the main responsibility for filling in activities passport to reflect their interests in different types of play and staff give support as appropriate. Therefore, children's independence is well-promoted. Children's emotional well-being is effectively promoted due to the reward system that staff implement to celebrate achievements. These achievements are also celebrated in the school when children receive praise and recognition for what they do. This means that the partnership with the school works well to sustain children's emotional well-being.

Staff give clear messages about healthy eating as they prepare a good selection of healthy snacks. Children eat sandwiches with a range of fillings, such as chicken, and they can drink water as often as they wish. Fresh fruit is often served during both sessions, before and after school. Children have opportunities to play outside daily and they have a good

understanding of how to keep themselves safe. For instance, children are clearly informed about boundaries, beyond which they are not allowed to go. They are kept safe in the club because staff ensure the premises are checked daily and staff follow procedures to minimise all potential hazards. To illustrate, staff always escort children to the toilets, which are located in the school. Therefore, children are effectively supervised at all times. Children learn to maintain their personal hygiene when they use anti-bacterial lotion to clean their hands before eating. Children are happy in the club where their personal, social and emotional needs are well-met.

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

The provider and staff have a good understanding of their responsibilities to safeguard children. There are designated persons for child protection who are well informed about their roles and staff feel confident to report concerns about children in their care. Risk assessments are in place to ensure children are safe on the premises and the provider ensures fire drills are carried out regularly. Therefore, children gain a good understanding of the evacuation procedure. Effective recruitment and induction procedures ensure adults are suitable to work with children. Staff have regular supervision discussions with the provider to clarify where they need support and to identify training needs. Staff have completed mandatory training and are maintain their skills in first aid and to enhance their knowledge of safeguarding procedures. This means they have good understanding of how to keep children safe.

The provider and staff have a good understanding of the learning and development requirements. They consistently review the planning and assessments to ensure children make good progress in their development. Staff have opportunities at team meetings to contribute to the self-evaluation of the club. They regularly review what they do with the children and how they work with other early years providers. Children often fill in questionnaires, which reflect that they enjoy the activities and they make suggestions for snacks so that some favourites are included. The provider is responsive to feedback from parents, for instance, to extend opening hours, and this reflects their flexibility to meet the needs of families. Since the last inspection the provider has made several changes in the club. In particular, the observations of children's learning are precise and detailed risk assessments are available for the premises, including the outside area.

The close-knit team works well together to meet children's needs. The combination of their wide experience and levels of qualifications have a positive effect on the learning of children who make good progress in their development. There are strong partnerships with parents who are highly satisfied with the care children receive in the club. They are informed about activities and how the club works with the school to promote children's learning. Parents have access to information about policies and procedures because a selection of folders is set out within reach. Staff often discuss internet safety so that parents are reminded of how to protect children. Partnership working with the school is highly effective. The provider and the head teacher of the school regularly review safeguarding practice and they use similar strategies to promote children's good

behaviour. This means that there is continuity in procedures to promote children's well-being and to promote their safety. There is also close collaboration to promote learning so that children receive the support they need. Overall the club meets the needs of children who attend.

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	200720
Local authority	Warwickshire
Inspection number	875016
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	48
Name of provider	Fiona Doloras Sheppard
Date of previous inspection	09/11/2011
Telephone number	07977 074726

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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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