

Schools Out

Holy Trinity C of E Junior & Infant School, Rear Of, 11 Havelock Road, Handsworth, Birmingham, West Midlands, B20 3LP

Inspection date

08/01/2015

Previous inspection date

14/05/2014

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend	3
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

- Children are provided with a suitable range of activities. They play well independently, using their imagination and creative skills.
- Effective partnerships with parents and teachers have been established to ensure children's individual needs are met.
- The management team is generally successful in leading the staffing team. Staff have regular supervision, in order to promote positive outcomes for children.
- Comprehensive policies for safeguarding children are fully understood and implemented by all staff. Staff are vigilant about children's safety and reinforce boundaries that keep them safe. This effectively promotes children's safety and well-being.

It is not yet good because

- Staff, on occasions, do not consistently manage children's behaviour well enough, resulting in older children dominating the group. This affects younger children's ability to enjoy their time at the club.
- The children do not practise consistent hand-washing routines, which means that the risk of cross-infection is not minimised.
- Self-evaluation is in the early stages and does not yet fully identify priorities for improvement or involve all staff, parents and children.

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 the staff engaging with children in a range of indoor and outdoor learning activities.
- The inspector held discussions with the manager, staff and parents.
- The inspector looked at documentation, including a selection of policies and procedures and evidence of staff suitability and qualifications.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Amanda Tompkin

Full report

Information about the setting

Schools Out was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two settings run by a private provider. The club operates from two rooms in the Holy Trinity Academy Church of England School in Handsworth, Birmingham. The club has use of the school playground. The provision serves the local and surrounding areas. There are currently 70 children on roll, eight of whom are in the early years age range. The club is open each weekday from 7am until 8.30am and 3pm until 5.45pm during term times. On a Friday it is open from 1pm for the pupils attending the onsite school. The holiday club is open from 9am until 5pm. Children are able to attend for a variety of sessions. There are five members of staff who work with children, all of whom hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

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

- improve staffs' understanding of using behaviour management strategies appropriate to children's age and needs, so that the behaviour of older children does not impact on and disrupt the younger children's experiences, particularly at meal times
- promote children's good health by ensuring appropriate steps are taken to prevent the spread of infection, with particular regard to children's hand-washing routines.

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

- develop self-evaluation to take account of the views of staff, parents and children to help better identify priorities for improvement and continue to improve and enhance practice.

Inspection judgements

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

Children arrive and settle quickly in to the varied selection of activities on offer within the club, where the emphasis is on learning through play and having fun. Children enjoy attending and receive a warm welcome from staff on arrival. They sit and chat to their friends about their school day. The staff know the children well and are fully aware of what they can and cannot do. As a result, activities and resources provided support children's interests and ensures their engagement in learning. There is a good key-person system in place, which ensures that the youngest children are adequately supported and

their learning is tailored to meet their individual needs and interests. As a result, children are achieving and developing a good level of skills to support their future learning as they move up through school.

Staff support children's independence by encouraging children to become involved in planning their own activities and topics. Children are able to select toys and resources themselves from the easily accessible boxes. They are reminded to hang up their coats and bags on their peg as they arrive at the club and staff encourage them to take care of their other possessions, such as homework folders. Children's communication and language skills are fostered appropriately as staff engage children in meaningful conversations. Children develop their physical skills well outdoors, as they have supervised access to the playground within the school grounds. Staff place a strong emphasis on being active and ensure children have the opportunity to benefit from fresh air and exercise before it becomes too dark to play outside.

Staff take time to communicate with parents daily. Staff talk to parents at the end of the day about their children's activities, interests and family experiences. This helps staff to get to know the children well and identify children's changing needs. On entry, parents contribute to initial assessments of their children's starting points and are kept well-informed about their children's achievements and development through regular verbal feedback. Consequently, children are cared for according to parents' wishes. Staff have formed appropriate links with the schools that children attend. Staff collect younger children from their classrooms at the end of the school day. Staff ask teachers for updates on the children's day at school and these messages are effectively passed to parents when they collect. This promotes partnership between the club, school and home.

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

Children are warmly welcomed to the club at the end of their school day. They form secure friendships with staff and demonstrate that they feel safe and secure while they are at the club. A good key-person system is in place. As a result, children show a real sense of belonging, are confident and form strong friendships with children of different ages. During registration, staff remind children of the club rules, such as not opening the door to anyone. As a result, children learn the importance of keeping themselves safe.

Children's move to the club is managed well and helps them to feel confident and happy in their surroundings. Information obtained from parents ensures staff are informed about children's preferences and they use this effectively during the settling-in phase. Children confidently make choices about what they would like to play with. As a result, children continue to be emotionally equipped to make sound progress at school. Most children in the club are well-behaved. However, some children engage in disruptive behaviour at times and staff do not consistently manage this type of behaviour. For example, during meal times older children persistently shout to gain staffs' attention who are on the other side of the room. Staff respond by shouting back to the children instead of moving closer to them to engage in conversation. As a result, children's meal times can be interrupted, hectic and very noisy and younger children are not able to join in with conversations.

Children learn about the benefits of being physically active as they enjoy time spent outdoors. They are supervised well as they learn to take managed risks on a range of large and small equipment. Children's individual dietary needs are discussed with parents and taken into account at meal times, which supports their health and well-being. However, other practices to support children's health, such as effective hand washing, are not always thoroughly carried out. For example, children arriving at the club are encouraged to sit at the table for snack without washing their hands. As a result, children are not always protected against the spread of infection.

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

Children are well-safeguarded as managers and staff have a clear understanding of procedures to follow and how to respond if there are concerns regarding a child's welfare. The club has received two monitoring visits and have made several improvements since the last inspection. The provider has taken steps to secure the outdoor play area by deploying staff appropriately to monitor the gate while children are playing outside. This ensures that children are not able to leave the premises without the knowledge of staff and that unauthorised persons are not able to gain entry to the club. In addition, clear plans have been established to deploy staff effectively in order to monitor the safety of children while playing outside and, in particular, on the climbing frame. Robust recruitment procedures ensure all staffs' suitability is vetted. Staffs' ongoing suitability is monitored through the use of signed declarations, which are routinely carried out.

Supervision procedures are now in place, which ensure staff are provided with support, coaching and training to ensure continuous improvement of the club and improve better outcomes for children. Risk assessments and daily checklists are used effectively by staff to ensure all areas, both indoors and outdoors, are safe and suitable. This supports children's safety and well-being. The club have established suitable links with teaching staff at the schools children attend. Staff act as a link between teachers and parents to provide continuity of care and learning and important messages are successfully passed between the school, club and home.

There is a system in place to reflect on practice, however, this is not robust enough and doesn't clearly identify areas for improvement. This results in priorities for improvement being missed or not addressed promptly, such as monitoring behaviour management strategies to ensure they are used consistently by staff. Furthermore, all staff, parents and children are not fully involved in the process in order to further develop and enhance current practice. Staff have built strong partnerships with parents. It is evident from discussions with parents that they are very happy with the service the club provides. For example, one parent stated that 'staff know my child very well, she enjoys the activities they plan every day and she absolutely loves coming'. Staff encourage parents to take an active part in their child's learning through daily feedback and social events. This encourages parents to be involved in extending their children's learning at home through play. The provider is clear about working in partnership with other agencies, should the need arise, to ensure consistency in care and learning and gain support for children where

intervention is needed.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register).
- ensure children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register).

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	EY320674
Local authority	Birmingham
Inspection number	979638
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	70
Name of provider	Dorothy Dixon
Date of previous inspection	14/05/2014
Telephone number	07788831874

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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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