

# Pathways before/after school club-Berkswell School

Berkswell C of E Primary School, Church Lane, Berkswell, Coventry, CV7 7BJ

<b>Inspection date</b>	13/01/2015
Previous inspection date	25/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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 interesting activities.
- Children are happy and form close bonds with practitioners and make positive relationships with their peers. Older children are caring and considerate towards the needs of the younger children, which helps them to feel settled and secure.
- The manager and practitioner team are clear about their role in safeguarding children. They are vigilant, deployed effectively and children are supervised well.
- Partnerships with parents are positive and effective information sharing ensures that children's individual needs are met well.

### It is not yet outstanding because

- Opportunities for younger children to be aware of their own learning goals and be more involved in recognising and recording their achievements have not been fully extended.
- Opportunities for practitioners to strengthen the partnerships with parents and the school are not fully explored, to further enhance and complement children's learning and development.

## 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 a range of play and learning activities, both indoors and outside, and children having their teatime snack.
- The inspector talked to practitioners and children and held a meeting with the provider and members of the management team.
- The inspector sampled a range of documentation, including practitioner suitability checks, risk assessments and policies and procedures.
- The inspector took account of the views of parents, carers and children spoken to on the day of the inspection.

## Inspector

Jacqueline Nation

## Full report

### Information about the setting

Pathways before/after school club - Berkswell School was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is part of a chain of full day care and out of school provisions in Solihull and Warwickshire, run by Pathways Nurseries and Childcare Centres Ltd. It operates from the nursery classroom based in Berkswell C of E Primary School in Warwickshire. There is an enclosed outside play area. The club provides before and after school care and serves children who attend the school. There are currently 73 children on roll, 21 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 8.50am. After school sessions are from 3.20pm until 6pm. Children attend for a variety of sessions. The club employs four practitioners. Of these, two hold appropriate qualifications at level 3 and the registered provider is a qualified teacher who has Early Years Professional Status. The club is a member of the Pre-School Learning Alliance, the Professional Association for Childcare and Early Years, The National Day Nurseries Association, 4Children and the Out of School Alliance.

### 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 support them in using their journals to record their achievements
- strengthen partnerships with parents and the school by improving the exchange of information about how well children are achieving and the progress they make to further enhance children's learning and development.

### Inspection judgements

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

Children thoroughly enjoy their time in this busy and welcoming club. Practitioners have a good knowledge of how children learn and they make the most of opportunities to promote children's learning through discussions and activities. This means that children continue to make good progress in their learning and development. Practitioners place a strong emphasis on learning through play. They have a good rapport with children and make sure their time at the club is relaxed and enjoyable. Practitioners make sure that children's needs and interests are considered when planning activities. Children quickly settle into the routine and receive a warm welcome from practitioners on arrival. They are confident and keen to speak at good news time, when they can share their experiences of the day and any special events, such as a birthday.

The quality of teaching is good and practitioners spend their time supporting and guiding children's play. They help them play together cooperatively and children are keenly focussed on using their imaginations and creative skills. Younger children like to dress up as superheroes and older children make up their own plays. Practitioners involve themselves in children's play by guiding and facilitating play experiences. During snack time practitioners take time to engage younger children in conversations that foster their confidence and communication skills. All children are encouraged to talk about what they are doing and what they know. Practitioners ask children questions to promote their thinking skills and to prompt a response, such as 'can you remember?' and 'what do you think?' Children thoroughly enjoy the chance to observe a collection of ladybird models and choose one each to study and talk about. They carefully observe the different features of the ladybird and talk about what they like and how it feels, such as it being beautiful and heavy. There are a range of art and craft resources accessible and some delightful paintings of ladybirds materialise. This promotes children's expressive art and creative skills.

Children are encouraged to think about what they would like to do as practitioners talk to them about the activities and resources set out. There are good resources to support children's understanding of technology and they use tablets and computers to enhance their skills. Children learn about the world around them through discussions and topics that cover a range of celebrations during the year, such as Chinese New Year. Younger children like to take part in art and craft activities as they love using glitter and glue and drawing. They become immersed in activities they enjoy, such as making models using a range of construction materials and manipulating dough. A good range of books are easily accessible and children like to listen to their favourite stories and demonstrate their emerging reading and writing skills. Children have opportunities to play outdoors and like to play football and basketball. Practitioners join in with their play and follow the children's lead. This promotes children's physical development and enjoyment.

Practitioners have a lovely rapport with the children and make sure that children make choices about their play. Some older children spend time planning topics that interest them and they share these ideas with the younger children in the group. Information is gathered from parents when children start at the club using an All about me form. This details what children like to do and their interests. This helps practitioners to plan for children's individual needs and interests. Planning has recently been extended for the younger children in the group to include more information about practitioners' observations and an evaluation of activities to inform future planning. Planning also includes children's comments and this is used by practitioners to plan future activities and extend resources. However, there is room to strengthen how younger children become more aware of their own learning goals and involved in recording their achievements to enhance their future learning. Photographs of children participating in activities are displayed in the room, which clearly shows how children's enjoyment and achievement is fostered effectively.

Partnerships with parents are positive and they are well-informed about the activities children take part in. There are opportunities to exchange information at the end of session and for children to tell parents about the activities they have taken part in. The

key-person system helps to build good relationships with parents who have younger children at the club. As children are already attending the nursery and school, practitioners focus on helping children to continue to make progress towards the learning goals. However, there is scope to enhance links with teachers to enable practitioners to complement learning that is taking place in the school, to further support children's learning and development. Furthermore, while discussions take place with parents about children's enjoyment and achievements during their time at the club, there is less emphasis placed on exchanging information about what children achieve at home.

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

Children benefit from being cared for in this friendly, child-centred environment where they are made to feel welcome. Practitioners form strong and secure emotional attachments with children, which provide a firm base to build on their personal, social and emotional development. This ensures they provide a service that meets their needs before and after the school day. The manager takes on the role of key person for the younger children in the club. This ensures children's care needs are given good attention. Practitioners are good role models for children, they are kind and caring. This means that all children form secure emotional attachments. Children's behaviour is excellent and practitioners provide clear guidance for children about what is acceptable behaviour. Children are encouraged to listen to each other during discussions and to understand the needs of others. Children get on well with each other and older children are caring and considerate to the younger children and involve them in their play.

Good attention is given to helping children adopt a healthy lifestyle and they follow well-established routines with regard to hand washing, to minimise the risk of cross-infection. Children's independence skills are fostered well as they take turns to be a helper during snack time. They help with a range of tasks, such as pouring drinks and helping to tidy tables after tea. Practitioners are aware of children's individual dietary needs and these are discussed with parents and taken into account at mealtimes. Children are encouraged to focus on a healthy lifestyle and younger children are encouraged to try the range of fresh fruit and vegetables available. Children benefit from fresh air and exercise during the session and enjoy the opportunity to play outside in the courtyard. This helps promote their physical development and well-being.

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. Children show that they feel safe at the club and have an open and warm rapport with practitioners. They are confident in sharing their views and making their needs known. Children develop a good understanding of their own safety and how they operate in the club to keep them safe. For example, children practise the evacuation procedures and this means they know how to exit the building in the event of an emergency. The environment is well-organised to give children space to relax and play. Children move around confidently and independently and explore a good range of stimulating and age appropriate toys and resources at their own pace. During discussions with the children during the inspection, it is evident that they enjoy their time at the club. Younger children confidently talk about the activities they enjoy and older speak about 'feeling safe' and 'very joyful'. Partnerships

with parents are positive. Parents feel welcomed and a range of useful information is exchanged and displayed on the club notice board. For example, there is information about the key-person system and their role, menus and information about the Early Years Foundation Stage.

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

The manager and practitioner team demonstrate a good understanding of their responsibility to meet the safeguarding and welfare requirements. Children's health and safety are enhanced by robust policies and procedures and safeguarding children is prioritised. All practitioners demonstrate 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 shared with parents. This includes the procedures regarding the use of mobile phones and cameras in the club, to ensure children's safety. This means that parents are aware of the practitioners' role and responsibilities in safeguarding and protecting children.

Risk assessment, together with effective supervision and practitioner vigilance, helps to keep children safe during their time at the club. The premises are secure and practitioners monitor the arrival and departure of parents and visitors to ensure children remain safe. Recruitment, selection and vetting procedures are well-established within the company to ensure the suitability of all practitioners. Disclosure and Barring Service checks are in place for all practitioners involved in the care of children. Practitioners' ongoing suitability is monitored through the induction procedures, regular supervision meetings and annual appraisals. Supervision and appraisal meetings also provide an opportunity to identify any training needs to update or enhance practitioners' skills and knowledge. Practitioners are aware of their responsibility to keep the provider informed of any changes that may affect their suitability to continue in their role and they sign an annual declaration to this effect.

It is evident from discussions with the provider and management team that they are committed to continuous improvement and improving outcomes for children. Parents and children's views and opinions are sought using a questionnaire to gain feedback about the provision. Staff, from within the company, provide ongoing support through monitoring visits, peer observations and quality audits. When areas for improvement are identified action plans are devised and monitored, with training provided to strengthen practice and enhance quality. The educational programmes and planning are monitored to make sure this is focussed on children's learning needs and interests. This also enables any gaps in children's learning to be identified and planned for. The provider, manager and practitioner team know how to guide and support children's learning in this type of provision. However, there is room to build on some aspects of practice by strengthening the existing arrangements relating to partnerships with parents and the school. This is to make sure that every opportunity is used to further enhance the progress younger children make in their learning and development. Practitioners talk to children about what they would like to do and find out about their interests. However, younger children are not always involved and aware of their own learning goals or helped to use their journals to

record their achievements, to help promote their learning. Practitioners are clear about their role in supporting children who speak English as an additional language and recognise the importance of working with other professionals and agencies where children may need additional support.

Partnerships with parents work well. Parents speak very positively about the provision and the friendly and approachable practitioner team. Parents comment that practitioners 'do a great job' and their children 'love attending the club'. They are also pleased with the excellent feedback they receive about what their children have been doing and they like the way younger and older children play together. Overall, the manager and practitioner team create an environment that is welcoming and supportive, where children continue their learning through play and having fun. They continue to build their confidence and the skills they have already acquired and this helps them to move forward in their learning.

### **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>	EY364443
<b>Local authority</b>	Solihull
<b>Inspection number</b>	857724
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	73
<b>Name of provider</b>	Pathways Nurseries and Childcare Centres Ltd
<b>Date of previous inspection</b>	25/03/2009
<b>Telephone number</b>	07528426550

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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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