

# Sneakers Kids Klub at Oak Hill

Wirehill Drive, Lodge Park, Redditch, Worcestershire, B98 7JU

<b>Inspection date</b>	15/01/2015
Previous inspection date	27/06/2011

<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		1
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 activities that effectively support children's learning. Good use of assessments ensures children's learning is well planned for so that they make good progress in their development.
- Children form strong bonds with key persons who substantially promote their well-being. Consequently, children are extremely self-assured and confident.
- Children are highly-disciplined in their play and treat others with respect, demonstrating caring attitudes towards their peers.
- Staff have a good understanding of the safeguarding policy and they are well informed about their responsibilities to report concerns about the children in their care. This means that they know how to keep children safe.
- Successful partnership working with parents and other early years providers ensures children's individual needs are effectively met.

### It is not yet outstanding because

- Occasionally, staff do not allow sufficient time for children to talk about their ideas so that they can show how they sustain their thinking to clearly express what they want to say.

## 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 had a tour of the setting with the manager.
- The inspector observed teaching and learning activities in the indoor environment.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector spoke with the provider, children, staff and parents on the day of inspection.

## Inspector

Adelaide Griffith

## Full report

### Information about the setting

Sneakers Kids Klub at Oak Hill opened in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a designated children's centre within the grounds of Oak Hill First School in the Lodge Park area of Redditch in Worcestershire. It is one of four settings owned by the provider. The club serves children attending Oaks Hill First School and Woodfield Middle School and is accessible to all children. It operates from one large room and there is an enclosed area available for outdoor play. The club employs six members of childcare staff, all of whom hold appropriate early years qualifications at levels 2 and 3. The provider holds a Foundation Degree in Early Years. The club opens Monday to Friday during term time only. Sessions are from 3pm to 6pm. Children attend for a variety of sessions. There are currently eight children attending who are in the early years age group. The club supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- allow sufficient time for all children to share their ideas and support them to show how they sustain their thinking so that children can clearly explain what they do.

### Inspection judgements

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

Staff provide a wide range of stimulating activities that effectively promote children's learning. They consistently observe children during play to ensure how they can best meet children's learning needs. Plans include activities that reflect children's interests, such as junk modelling. Staff give good support and guidance during activities without taking over. For instance, staff help by generally listening to children's explanations of what they do and then join in according to the need. Children help themselves to resources and use these to develop their creative skills. Children concentrate fully as they stick cards to boxes and then attach circular tops and paper to represent space rockets. Staff ensure children can work at their own pace, for example, to make computers. However, on occasions staff do not allow sufficient time for some children to clearly explain their ideas. This means that some children do not sustain their thinking and discussions about what they do. Staff provide good challenge during activities as they encourage children, such as when children use scissors to cut card. Children enjoy talking with staff as they share home experiences. Therefore, children communication skills are well promoted, and they take the responsibility to write their names on finished work. This means that children are developing skills that complement their learning in school. Staff deliver good quality teaching and this means children make good progress in all areas of learning.

Children's individual learning needs are effectively met because staff make initial assessments of children's development when they are settled in the club. These assessments are ongoing and staff provide regular reviews of children's learning and development. Staff share information with parents about what children achieve and then plan further learning to maintain children's progress. Staff work closely with the school and parents to support children, including those with special educational needs and/or disabilities. As a result, these children make rapid progress in their development. For instance, they learn to participate in some group games, and they are developing skills in letter and number recognition. The learning environment is very stimulating as children are fully engaged throughout their time in the club. Children enjoy play with favourite resources, including cars, and they develop good skills in using equipment, such as snooker cues. Books are stored where they are easily accessible to children who sit quietly to look at these on their own or with friends. Children who speak English as an additional language develop good communications skills, ensuring they make consistent progress across all areas of learning.

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

The highly-effective key person arrangements ensure all children form strong attachments with staff who are assigned to support their individual needs. Children settle quickly in the club because staff provide an extremely welcoming environment. Children receive exceptional support because staff are very friendly and caring. This means that children feel totally at home in the club, resulting in positive experiences as they move between the school and the club. Children are extremely confident and self-assured. They know the rules regarding obtaining preferred resources for play and always ask for these to develop their play activities. Children are highly-disciplined in their play with others, and this means they treat others with respect. Children consistently take turns at sharing resources and they work out solutions to problems without adult intervention. This suggests that children's personal, social and emotional development is exceedingly well promoted. Therefore, children form very strong friendships which are maintained in school.

Children's independence skills are substantially promoted through all activities and routines. As a result, children learn to take responsibility for some of their needs, including their personal hygiene. The routine to wash hands before eating is very well understood by all children who wait their turn to use the facilities. Children have superb understanding of healthy foods and this is reinforced in the club where they can choose healthy options. Jugs of water are set out on a low table where children can easily reach to help themselves. Children greatly enjoy outside play, including team games. They run around and participate in a range of physical exercise that has a positive effect on their bodies. All children have opportunities to outside play, ensuring they develop a good understanding of all aspects of a healthy lifestyle. There is an excellent balance of vigorous activities and quiet play. For example, children can sit quietly in the book area to read if they wish to so that they have quality time on their own. Children develop understanding of how to keep themselves safe because staff carry out regular fire evacuation procedures with them and explain the rules for keeping them safe. Therefore, all children know what is expected of them. For instance, children have a significant awareness of the boundaries for outside

play and always make sure they are within the sight of staff at all times. Children are extremely happy in the club where they develop a real sense of belonging.

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

Leaders have a good understanding of the requirements of the Early Years Foundation Stage and ensure children's individual needs are effectively met. The designated persons for child protection have completed the relevant courses and they understand their role to support staff and to protect children. Staff are confident to report concerns about children in their care and to follow the correct procedures if there are allegations against anyone working with children. The safeguarding policy is understood by all staff and shared with parents. The provider implements rigorous recruitment and induction procedures to ensure staff are suitable to work with children. There is an established programme of professional development to ensure staff get the support they need to increase their skills for working with children. Staff have regular opportunities during systematic supervision sessions to discuss where they need support and to identify training needs. For instance, staff have completed training to support children with special educational needs and/or disabilities. This means that these children receive focussed support to meet their individual needs. The staff have a good understanding of how to support children's progress. They consistently review the planning and assessment methods used to ensure children get the support they need. The manager observes and monitors the quality of teaching, and staff are well qualified and promote children's learning well.

The provider ensures that all staff have opportunities to contribute to self-evaluation at team meetings. On a daily basis staff ask children about the activities they enjoyed and about their preferences for the following day. This means that children are actively involved in the decision-making process and so contribute to planning what they want to do after school. Since the last inspection, the provider has made changes in the club. In particular, staff now provide a range of programmable resources to support children's play. There are successful partnerships with parents who are very satisfied with the provision offered by the club. Parents believe that their children are happy and they are well supported through a wide range of play activities. Parents receive a wide range of information about the club, such as policies and details of the snacks provided for children. Staff also inform parents about their collaboration with schools so that parents are informed about the club works with the school to promote children's learning. Partnership working with other early years settings is well-established. Therefore, children receive good support that effectively promotes their individual learning and care needs.

### **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>	260553
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	854954
<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>	43
<b>Name of provider</b>	Sneakers Childcare Limited
<b>Date of previous inspection</b>	27/06/2011
<b>Telephone number</b>	07889 037592

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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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