

T.C's Tiger Club

Cams Lane Primary School, Cams Lane, Radcliffe, MANCHESTER, M26 3SW



Inspection date

9 February 2015

Previous inspection date

24 May 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Leaders do not discuss the support they intend to offer each child with other practitioners, such as school teachers, to complement learning that children achieve at school.
- Arrangements to monitor staff performance are not yet rigorous enough to improve staff performance.
- Staff do not always use daily routines, such as snack time, to help children to develop their independence.
- Staff do not always gather sufficient information from parents on entry in order to meet their individual needs.

It has the following strengths

- Children experience a variety of activities that enable them to make meaningful use of their time at the club. Consequently, they have fun and increase their friendships with others.
- Staff have a good understanding of their responsibilities and the procedures for protecting children. They implement robust safeguarding and child protection procedures, which helps to ensure children are safe within their environment.
- Staff know children well. This enables children to feel secure and form trusting relationships. As a result, children's emotional well-being is met.
- Children are confident and behave well in the environment. As a result, they play together, and take turns to share resources.

What the setting needs to do to improve further

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

- establish effective partnerships with other professionals, such as school to share information about children's learning
- improve monitoring arrangements of staff by embedding the system for carrying out supervisions to ensure that all staff receive the necessary support to ensure all children benefit from high standards.

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

- provide further opportunities for children to develop independence, for example, by encouraging them to be involved in preparing and clearing away of snacks
- develop ways to further strengthen the relationship with parents from the beginning, so that children's individual needs are met.

Inspection activities

- The inspector looked at children's assessment records and planning documentation.
- The inspector spoke to both children and staff and observed play and learning activities within the main environment.
- The inspector took into account the views of parents spoken to on the day.
- The inspector carried out a meeting with the manager and the registered provider.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector had a tour of the premises.

Inspector

Alison Regan

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff are appropriately qualified and have some knowledge and understanding of how to support young children's learning. Staff plan a variety of activities which is tailored to children's differing abilities. There is a lovely atmosphere in the setting as older children look after younger children and include them in their play. For example, when making spring pictures, the older children pass the paint brushes and paint to the younger children so that they are involved in the activity. As a result, children are learning to work together. Children enjoy drawing, which effectively promotes their early writing skills and their creativity. Consequently, children are developing the skills and dispositions required for continued learning. Staff communicate informally with the school, for example, by discussing any matters to be passed on to parents. However, they do not always obtain clear information about the focus of children's learning. This means that staff do not establish a clear picture of each child's capabilities to complement the learning children achieve at school.

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

Staff welcome children warmly during collection time from the school. Staff are good role models and speak respectfully to children and model how to use good manners. Children have regular access to the outdoors which promotes their physical skills as they play with the balls and hoops. Healthy lifestyles are further promoted, as staff encourage children to manage their own personal needs. For example, they follow good hygiene routines as they wash their own hands before eating their snack. However, opportunities for children to develop independence further during the snack time routine are missed because children are not encouraged prepare snack or to clear away their plates. This can limit their independence and opportunities to make progress in their learning. Having said that, snack time is a social occasion where children all age groups sit together to eat. Staff use this opportunity to develop children's confidence to encourage them to speak in a group.

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

The safeguarding and welfare and learning and development requirements of the Early Years Foundation Stage are mostly understood by managers. Due to staff changes, including the club manager, the current management committee have embarked on a programme of improvement. This is in the early stages of implementation and is not yet focused enough on raising practice and children's achievement. Appropriate arrangements are in place to monitor staff performance. However, supervisions are not carried out regularly and lack focus on supporting staff to improve their practice. As a result, some staff are less confident with knowing where children need support in order to complement their progress. Staff speak to parents on a daily basis. However, the staff do not always discuss with the parents from the start how they intend to support the child during their time in the club. This means that children individual needs are not always understood from the start to ensure children make continued progress in their learning.

Setting details

Unique reference number	EY403026
Local authority	Bury
Inspection number	879459
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	65
Name of provider	T.C's Tiger Club Committee
Date of previous inspection	24 May 2010
Telephone number	0161 7248018

T.C's Tiger Club was registered in 2009. It operates from Cams Lane Primary School in Radcliffe, Bury. The setting is run by a committee. The club employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The club is open from Monday to Friday, 8am to 9am and 3.30pm to 5.30pm, during term time only.

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