

George Fentham Before & After School Club



George Fentham Endowed School, Fentham Road, Hampton in Arden, Solihull, West Midlands, B92 0AY

Inspection date

23 March 2015

Previous inspection date

7 May 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff's teaching skills are good. They provide a wide selection of resources that can be used in different ways. This helps children to follow their own ideas and interests. For example, they enjoy being creative with egg boxes, tissue paper and paint to make Easter chicks.
- There is a very friendly atmosphere where children chat happily with their friends and staff about their day. This promotes children's well-being effectively and enhances their sense of security and self-esteem.
- Staff reflect on their performance well and take into account the views of children and parents. They are confident to acknowledge their strengths and have well-planned targets for their continuous improvement.
- Staff participate in cluster meetings with other local providers. These are valuable opportunities to talk about new initiatives, to arrange joint training events and share useful resources.

It is not yet outstanding because:

- Staff do not always make the best use of the assessments of individual children's learning to plan and provide a balance of challenging experiences to increase children's potential even further.
- Staff have not fully established highly effective links with the host school to ensure that children's learning and development needs are exceptionally well met.

What the setting needs to do to improve further

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

- build on the already good teaching to accelerate all children's progress by making full use of the assessments of individual children's achievements to plan more precisely for their next steps in learning
- strengthen the communication and the exchange of information with school staff, so that children fully benefit from a shared understanding and a common approach to supporting their progress.

Inspection activities

- The inspector observed activities and spoke with the staff and children at appropriate times throughout the inspection.
- The inspector sampled documentation, including children's records and a selection of policies and procedures, and checked the evidence of the suitability and qualifications of all staff working with children.
- The inspector conducted a joint observation of a craft activity with the manager.

Inspector

Lucy Showell

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff plan and provide fun activities that engage children in purposeful learning opportunities. Children's enthusiasm and independence in choosing activities helps them to successfully gain many of the skills needed for school. Younger children learn from the older ones, and children of all ages play alongside or with each other harmoniously. Staff interact well with children. For example, they involve themselves well in children's play as they pretend to be the customer in the role-play flower shop. Staff observe and assess children to ensure they are making good progress. However, staff are yet to use this information to plan specific activities that help individual children to make the best possible progress. Furthermore, staff do not always exchange comprehensive information about their teaching methods or children's learning and experiences with staff at the host school. As a result, opportunities are not fully exploited to help children make rapid progress in their learning and development.

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

Staff work closely with parents from the beginning so that children settle quickly. Clear and valuable information about children's interests, abilities and any specific care needs are shared effectively. Staff are caring and respectful to all children. The well-established key-person system helps children to form secure attachments. Therefore, children's emotional needs are fully met. Children are encouraged to be independent. They select food from their lunch boxes or from the snack table and regularly help themselves to drinks. Children's behaviour is generally good. Staff use consistently applied strategies and provide clear guidance as agreed with parents. As a result, children demonstrate an understanding of the set boundaries and expectations within the group. Children learn how to keep themselves safe and to be aware of how their actions have an impact on others playing nearby. For example, they carefully organise outside activities so that the football does not get kicked towards children playing badminton.

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

Staff have a good knowledge of the Early Years Foundation Stage and the requirements are effectively implemented. Staff know about the possible signs and symptoms of abuse and the correct procedures to follow if they have concerns. As a result, children are well protected and safeguarded. Comprehensive policies and procedures are made accessible to parents. This helps to ensure that parents know how the setting operates. Recruitment and induction procedures are robust and ensure that all staff are vetted and suitable to work with children. The well-qualified team ensure that first-aid certificates are up to date. Furthermore, they are effectively deployed so that they can quickly deal with any accidents. The manager and committee monitor and review the quality of the provision and hold purposeful discussions at regular staff meetings. Ongoing peer observations and assessments enhances staff practice even further. This has a positive impact on the development of care, learning and support for all children.

Setting details

Unique reference number	261012
Local authority	Solihull
Inspection number	864640
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	44
Number of children on roll	72
Name of provider	George Fentham Committee
Date of previous inspection	7 May 2009
Telephone number	01675 442895

George Fentham Before and After School Club (BASE) was registered in 2001. The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 and above. The club is open from 8am to 9am and from 3.20pm to 6pm. The wrap-around care for the nursery group runs from 12noon to 6pm, Monday to Friday, during term time. The setting also operates a holiday club, running from 8am to 5pm. They offer sessions throughout the week during the Easter holiday, four weeks in the summer, and possibly during half-term breaks depending on the demand.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

