

Time Out After School/Homework Club

Nechells Methodist Church, Nechells Park Road, Birmingham, West Midlands, B7 5PR

Inspection date

13 April 2015

Previous inspection date

11 December 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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:

- Practitioners do not work closely enough with other professionals involved in children's learning. They do not discuss the support they intend to offer each child with their teachers, in order to complement the learning that takes place at school.
- Although, staff are suitably qualified, they are not supported through purposeful supervision to enable them to continue to develop their skills and knowledge.
- Those in charge do not rigorously reflect on practice, in order to raise the quality of the provision to the highest level.
- Staff do not use every opportunity to enhance children's independence. They do not always encourage children to carry out manageable tasks for themselves.

It has the following strengths

- Staff know how children learn. They consult children, so they can contribute towards the planning of activities, enabling them to follow their own interests. Therefore, children of all ages and stages of development, enjoy their time at the club.
- Children benefit from the effective key-person system, which helps them to feel settled, safe and secure. Parents are aware of who their child's key person is and understand their role and responsibilities.
- The organisation of the club has improved. The manager has ensured that a named deputy is on-site in her absence and that staff are deployed effectively, so that all children are adequately supported.

What the setting needs to do to improve further

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

- improve communications with other practitioners, such as reception teachers, in order to fully support the individual needs of all children and complement their learning
- ensure there is an effective programme of performance management in place by providing effective supervisions that includes support, coaching and training to help staff to continually improve their practice.

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

- develop ways to rigorously and accurately check the quality of practice, set appropriate targets for improvement and make sure these are met
- provide opportunities for children to carry out manageable tasks to further promote their self-care and independence, for example, by enabling them to take a more active role in the preparation and serving of snacks.

Inspection activities

- The inspector looked at planning documentation and children's learning and assessment records.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector checked evidence of staff suitability, training and qualifications, and a selection of policies and procedures.
- The inspector observed teaching and learning activities in the indoor area.

Inspector

Rupinder Phullar

Inspection findings

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

Generally, all the children are happy at the club and eagerly take part in the activities that staff have planned for them. Provision for children within the Early Years Foundation Stage is suitably organised, so that their learning is adequately promoted. Staff observe children, so that they are aware of what they know and what they need to learn next. Staff take part in children's play and supports their language and thinking skills through conversations that they share. Partnerships with the parents are effective. Staff share information and work together to meet children's individual needs. However, the partnerships with schools are less effective. Information about individual children's learning is not always shared between staff at the club and reception teachers. Consequently, staff are not always fully aware of what children are achieving elsewhere, so that this learning can be complimented and built on.

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

Staff have addressed actions from the previous inspection, so children's well-being is better promoted. For example, suitable key-person arrangements enable staff and parents to work together to support children who speak English is an additional language. As a result, staff are knowledgeable about children's unique skills, so that their individual needs are met. Risk assessments are in place and staff regularly check the environment to ensure children's safety. Children have regular opportunities to talk about how to keep themselves safe. They are provided with healthy snacks and all staff who prepare food have received suitable training. Therefore, children's good health is promoted. Although, children make independent choices and decisions about how they spend their time in the club, staff overlook opportunities to develop their independence further. For example, they do not encourage children to prepare and serve their food and drinks at snack times. Children's behaviour is managed well. Staff use different strategies to remind children of the club's rules and to encourage good relationships.

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

The leadership team have made improvements since their last inspection, however, they are not fully complying with all requirements. Partnerships with other professionals, such as reception teachers, requires improvement. Systems to monitor staff practices are not effective enough to ensure training needs are identified and adequately supported. This means that weakness in practice are not readily identified and staff do not receive the support they need to develop their skills. Staff demonstrate a suitable understanding of child protection procedures and their duty to protect children from harm. Leaders aspire to improve. However, they do not regularly check the quality of practice well enough. This means that they cannot accurately judge or plan what needs to be done to continually improve.

Setting details

Unique reference number	EY137161
Local authority	Birmingham
Inspection number	1001701
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 10
Total number of places	24
Number of children on roll	27
Name of provider	Time Out After School/Homework Club Committee
Date of previous inspection	11 December 2014
Telephone number	0121 328 3399

Time Out After School/Homework Club was registered in 2003. The club employs nine members of childcare staff, all of whom have an appropriate early years qualification. Of these, seven hold childcare qualifications at level 3 and one member of staff has a qualification at level 2. The club opens from Monday to Friday from 3pm until 6pm during term time and from 8.45am until 6pm during school holidays. The club supports children who speak English as an additional language.

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