

Inspection date	15 May 2015
Previous inspection date	28 March 2011

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 organise interesting, fun games and activities for children. These complement their learning in school and prepares them well for the next stage in their learning.
- Children are developing good listening skills, which are supported well by staff. When children arrive at the setting, they follow the instructions given.
- Children with special educational needs and/or disabilities are supported effectively. The setting and the school discuss children's targets and plans that close the gaps for individual children.
- Children are well behaved. They tidy up toys and equipment when asked, and know how to behave because staff make their expectations clear.
- The manager is passionate and dedicated to improving the quality of care and learning. She knows the club's strengths and weaknesses, and has implemented an action plan to maintain continuous improvement.
- Staff have access to a range of training opportunities, including child protection training. This means staff are able to protect children from possible abuse or neglect.
- Staff are well qualified. They use their skills to effectively capture children's views, and use these in the planning of activities.

It is not yet outstanding because:

- Staff do not always share children's individual achievements with parents to update them about their child's progress at the setting.
- Staff's performance is not always promoted fully as supervision arrangements do not evaluate the quality of staff's practice.

What the setting needs to do to improve further

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

- provide parents with even more information of children's achievements by sharing observations of children's learning, to give parents a more detailed overview of their child's progress at the setting
- enhance the arrangements for the supervision of staff, by evaluating staff's practice to identify their strengths and areas for personal development, so that children benefit from a continually improving provision.

Inspection activities

- The inspector observed activities in the main room and outdoors.
- The inspector looked at samples of children's records and learning documentation. He also looked at policies and procedures to safeguard children's welfare and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of the staff working with the children.
- The inspector spoke to staff throughout the inspection and held a meeting with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Scott Oliver Thomas

Inspection findings

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

Staff provide a variety of activities and experiences that build on children's learning from school and other early years settings. Staff plan activities based on children's interests, and by taking into account the views of children. This means children are developing a range of skills for their future learning. Staff use the teaching methods from school and nursery to further enhance children's language development. For example, children continue their learning of phonics as staff have displayed phonics cards and correctly pronounce letter sounds. Children have free access to a wide range of toys, games and resources. These help them to independently choose what they want to do. Staff give parents detailed handovers at the end of the session which gives parents some understanding of children's learning. However, they do not share with parents photographs and observations of children's progress to give them a detailed overview of their child's progress across all settings.

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

The environment is safe and welcoming. Children have positive relationships with all staff, as some staff work in the school where children attend. The key-person system is effective and parents are aware of their child's named individual key person. Staff know the youngest children who attend very well and have formed good bonds. Children are developing good physical skills as they use outdoor equipment, such as the climbing centre and sports field. This helps to keep them fit. Children's understanding of keeping healthy is promoted fully by staff. Staff provide healthy meals and snacks, and teach children the importance of a balanced diet. Staff promote children's social-skills effectively. They are learning how to celebrate each other's differences, and take turns independently. Children make smooth transitions from school and nursery into the setting, supported by welcoming staff.

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

The manager has a secure understanding of how to support children's development and how to keep them safe. There are systems in place to review risks in the environment and manage accidents that occur. The manager ensures all children are making good progress in their learning and development. This is because, she promotes good communication between the setting and staff from the host school and nursery. The self-evaluation procedures have been developed well and take into account the views of staff, parents and children. However, the systems for evaluating the effectiveness of staff's practice, in order to improve care and learning are not fully robust. Therefore, staff do not always have specific targets for improving their own practice.

Setting details

Unique reference number	EY304267
Local authority	Shropshire
Inspection number	856554
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 12
Total number of places	24
Number of children on roll	57
Name of provider	S Titchen and J Naylor Partnership
Date of previous inspection	28 March 2011
Telephone number	01948 667 648

Spangles was registered in 2005. The setting employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am to 8.40am and 3.10pm to 6pm during term time and, 7.30am to 6pm during holidays. The setting cares for children with special educational needs and/or disabilities.

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