

Castle Care Club at Meadows School



Meadows School, Stourbridge Road, Bromsgrove, Worcestershire, B61 0AH

Inspection date	14 October 2015
Previous inspection date	27 January 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- The setting benefits from a strong management team who are very supportive of their staff. Staff work very well together. This is reflected in the smooth running and calm atmosphere within the setting.
- Staff are well qualified. They regularly attend training to further develop their knowledge. The high quality of the workforce is evident and is reflected in the interaction and support given to children.
- Children benefit from time spent outdoors. They use a variety of equipment, such as bats and balls, space hoppers, balancing tubs and pogo sticks. They learn about the importance of leading a healthy lifestyle. They go outdoors in all weathers and enjoy healthy snacks.
- Partnerships with parents are strong. Parents speak highly of the staff. They are happy that all staff know their children well and are pleased with the activities that their children enjoy.
- Recruitment procedures are robust. The registered providers have many years experience in recruitment. They are fully aware of their responsibility in ensuring that all staff working with children are safe and suitable to do so.

It is not yet outstanding because:

- Staff do not make sufficiently sure that younger children who are new to the setting are fully aware of the range of toys and activities available to them.
- Staff do not provide younger children with the opportunity to relax or spend time quietly when they wish to.

What the setting needs to do to improve further

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

- provide more information to younger children that helps them to make informed choices about the activities they take part in and the toys they are able to play with when they first join the setting
- provide more opportunities for younger children to relax and spend time quietly if they wish to do so.

Inspection activities

- The inspector observed the quality of activities indoors and outside.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to children and a small selection of parents during the inspection and took account of their views.

Inspector

Becky Johnson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff are fully aware of their role and responsibility to protect the children in their care. They have all attended safeguarding training. The management team have developed an in-depth questionnaire to enable them to regularly test staff on their safeguarding knowledge. Senior managers are forward thinking. They regularly reflect on the practice within the group to ensure that they continue to move forward and sustain improvement. Staff have forged close links with the schools that children attend. Premises are used exceptionally well. Staff are effectively deployed. They make sure that children can move safely throughout the setting.

Quality of teaching, learning and assessment is good

Children thoroughly enjoy the time they spend in this busy, friendly and welcoming setting. They are able to take part in a wide range of exciting and interesting activities that are totally suitable to this type of provision. They decorate cakes to take home, using a variety of different toppings. Staff make a range of different coloured play dough which children expertly mould into dinosaurs and pumpkins. Children thoroughly enjoy creative activities. They paint, cut and stick to make pictures. Children develop their imaginations as they play in the role-play area. They pretend that their dolls are poorly. They make pretend plasters, which they stick onto the dolls before wrapping them in blankets and wheeling them outside in a pushchair. Staff help children to evolve the role-play area as they play. It is soon transformed into a restaurant with children using toy tills and writing down the food orders of their friends. The manager discusses children's next steps in learning with the school. Staff then plan activities which reflect the school topics and continue children's learning within the group in a fun way.

Personal development, behaviour and welfare are good

Children show a sense of belonging. They form positive relationships with staff and their peers. Older children support younger children and teach them how to play games, such as snooker and other table top games. Children's self-esteem and confidence is built very well. Staff provide continual support, encouragement and praise. The key-person system clearly works in practice. Key persons provide children with support when they first start at the setting and with a familiar adult to relate to behaviour is exemplary. The overall atmosphere within the setting is very calm. Any unwanted behaviour, although rare, is dealt with calmly and without fuss. The manager works very closely with the school behaviour management team. This ensures that all strategies applied within the setting are consistent with the school policies. Children learn to respect each other. Resources and activities reflect and value the diversity of children's backgrounds and experiences. Staff teach children how to play safely. For example, they explain to them the importance of using the snooker cue in a sensible way and holding it correctly so that they do not poke other children with it. They learn about risk taking and how to keep themselves safe as they play. Staff support children well as they learn new skills, such as jumping on pogo sticks.

Setting details

Unique reference number	EY290044
Local authority	Worcestershire
Inspection number	861361
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Age range of children	4 - 12
Total number of places	70
Number of children on roll	107
Name of provider	Castle Nursery Ltd
Date of previous inspection	27 January 2009
Telephone number	07977 028088

Castle Care Club at Meadows School originally opened in 2003 and changed ownership in 2004. It is one of six settings owned by Castle Care. The setting employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday during term time only. Sessions are from 8am until 9am and from 3.15pm until 6pm. The setting occasionally operates a holiday club from these premises.

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