

Tower View Out of School Club



Staffordshire County Council, The Towerview Primary School, Vancouver Drive,
BURTON-ON-TRENT, Staffordshire, DE15 0EZ

Inspection date	9 March 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Children form warm and trusting relationships with familiar adults and make friends with each other. Key persons help children to listen to and respect each other's opinions when they play together. This reinforces their self-confidence and emotional well-being.
- The club places a high focus on promoting healthy lifestyles. Staff organise snack time very well. They help children to make positive choices that enhance their health and self-care skills as part of a sociable experience. Children enjoy the opportunities they have to practise their physical skills both indoors and outside in the school grounds.
- Leaders undertake self-evaluation to maintain high standards. They successfully identify areas for improvement and establish ways in which they can work together to move the setting forward and make continued progress.
- Staff work closely with parents. They take time to find out information from parents to support children's individual needs. This means that all children, in particular, those who speak English as an additional language, benefit from continuity in their care, learning and development.

It is not yet outstanding because:

- The arrangements for exchanging information with other practitioners in the host school does not always enable staff to fully complement and support children's learning at the club.
- At times, staff miss opportunities to extend children's mathematical learning and help them to solve their own problems.

What the setting needs to do to improve further

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

- refine systems to share information with the host school to enable staff at the club to consistently complement children's learning and development
- help children to work out ways to solve mathematical problems for themselves.

Inspection activities

- The inspector conducted a joint observation with the manager.
- The inspector observed activities and the quality of teaching.
- The inspector held meetings with the provider and the manager of the provision. She had discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector looked at documentation which included a selection of policies and procedures and evidence of planning and evaluation of activities.
- The inspector checked evidence of the suitability and qualifications of staff working with children and evidence of self-evaluation.

Inspector

Kim Barker

Inspection findings

Effectiveness of the leadership and management is good

The staff team is led and managed well. They work effectively as a coordinated team. There is a successful system of recruitment, induction, supervision and training for all staff which ensures their continued suitability and professional development. The arrangements for safeguarding are effective. The provider and manager are familiar with local safeguarding procedures and have developed robust policies and procedures. They are vigilant in ensuring these are understood by staff and implemented effectively. Leaders ensure that all staff regularly attend safeguarding training. Staff are alert to the signs that may indicate that a child is at risk of abuse. Written risk assessments are used to identify potential hazards for children. Staff make daily checks to ensure good steps are taken to remove or minimise any potential risks.

Quality of teaching, learning and assessment is good

Children are actively involved in planning activities and experiences that interest them. They share and express their views and choices with staff. This helps to engage and motivate them to join in with activities and play with their friends. Children make informed choices within their play. Staff set out the play experiences to build on what children already know and can do. Children play table-top ball games. They listen to the member of staff's instructions which helps them to follow the rules of the game. Staff sensitively encourage children to keep on trying and praise them when they succeed. Children play a number board game. Staff model language well, so that children are able to recognise written numerals beyond 10. As excitement builds during the game staff skilfully reinforce the club rules. Children learn to take turns and respect each other as they play.

Personal development, behaviour and welfare are good

Children enjoy their time at the club. Younger children are collected from their classrooms by their key person. Older children are greeted enthusiastically when they arrive. Children talk to others in a calm, polite and respectful manner. They learn to play well together and negotiate with their friends. This helps to promote their social skills. Staff are good role models. They use effective strategies and provide clear guidance for children about acceptable behaviour. This results in an environment where personal, social and emotional development are strongly supported. Staff provide a wide range of play experiences. This enables children to make choices within their play. They can join in group activities and play with their friends or simply relax at the end of their school day. Children negotiate with others as they make decisions about what they want to play with. Older children are kind and supportive as they help others to use programmable equipment. Children are keen to have a go and demonstrate confidence in their ability to use technology. Staff interact well with children and offer lots of praise and encouragement for their efforts. Children have great fun dancing with their friends as they competently follow the on-screen instructions. Staff actively get involved with children's play. This helps children to stay engaged and interested in the activities.

Setting details

Unique reference number	EY474065
Local authority	Staffordshire
Inspection number	978238
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 11
Total number of places	26
Number of children on roll	81
Name of provider	Tower View Out of School Club Committee
Date of previous inspection	Not applicable
Telephone number	07930827773

Tower View Out of School Club was registered in 2014. The club employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The club operates from Tower View Primary School and is privately owned by a voluntary management committee. They open from Monday to Friday, during term time. Sessions are from 7.30am until 8.45am and 3.15pm until 6pm. The out-of-school club supports children who speak English as an additional language.

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