

Silver Fox Care Club

Wolstanton High School, Milehouse Lane, Newcastle, Staffordshire, ST5 9JU



Inspection date

18 March 2016

Previous inspection date

12 September 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The provider and manager do not have a fully effective process for evaluating and improving the impact of the setting's work. They have yet to seek the views of parents and children.
- There are inconsistencies in the recruitment and selection process; in the way applicants are interviewed, how information is collected, and the organisation of staff files.
- The setting's safeguarding policy is not clear enough about the action to be taken in the event of an allegation about a member of staff.

It has the following strengths

- Practitioners are friendly, caring and approachable. They get to know the children well and have formed warm and trusting relationships. Children display a strong sense of belonging as they arrive at the club. This reinforces their self-confidence and emotional well-being.
- Good links with the host schools help the manager and staff to understand children's individual needs and complement their learning at school. Children are well behaved and follow staff's requests, get on well with other children and play co-operatively.
- Partnerships with parents and carers works very well. Parents are kept well informed about the activities children take part in and they are very positive about the care they receive.

What the setting needs to do to improve further

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

- | | Due Date |
|---|-----------------|
| ■ ensure that the safeguarding policy includes an explanation of the action to be taken in the event of an allegation being made against a member of staff | 22/04/2016 |
| ■ ensure the recruitment, selection and induction procedures are implemented in a consistent manner in particular to identify gaps in experience and employment history | 22/04/2016 |

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

- offer a variety of foods for breakfast
- take account of the views of parents and children as part of the self-evaluation of the setting

Inspection activities

- The inspector observed the quality of staff's interactions with children both inside the setting and on the journey to various schools.
- The inspector held meetings with the provider and the manager. The inspector spoke to other staff members about their roles and responsibilities.
- The inspector spoke to children and their parents during the inspection and took account of their views.
- The inspector looked at a range of relevant documentation, which included a selection of policies and procedures, the suitability and qualifications of staff working with children and evidence of self-evaluation.

Inspector

Deborah Sanders

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Staff have attended child protection training and, as a result, they are able to identify the signs of abuse or neglect and act upon them appropriately. However, the safeguarding policy lacks information about how staff should act in the event of allegations against a member of staff. Staff complete regular risk assessments for all areas. This helps to ensure that any possible hazards are quickly removed. Leaders are yet to undertake regular self-evaluation that involves parents and children and that reflects the strengths and areas for improvement the setting has already identified. There is a recruitment and induction process in place; however, there are some inconsistencies in the way interviews are conducted and how employment history is followed up. There is a full induction process in place for new staff but managers do not fully monitor its progress. The setting works well with the host schools to identify any children who are in need of additional support, and parents spoken to on the day highlight how well staff share information with them about their children's

Quality of teaching, learning and assessment is good

Staff interact well with the children and make the most of opportunities to build on their skills and develop their confidence. Children play cooperatively and learn to take turns while playing with table top activities and computer games. They enjoy a wide range of craft activities that support their own ideas and develop their creative skills. For example, they make a range of cards for different occasions. There are lively conversations during the activities as children exchange ideas and describe what they are making. Staff skilfully support children as they praise them for their achievements, chat easily to them on the journey to and from school and encourage them to talk about their day at school and other events in their lives. In doing so, staff are encouraging their independence and self-esteem. Children generally continue to develop the skills they need to complement their learning at school and for the future.

Personal development, behaviour and welfare are good

Children are happy, confident and have a strong sense of belonging. They are interested in each other's achievements and spend time talking about their day at school. Staff encourage children to understand each other's differences and to be kind and tolerant when introducing them to other people's lives, customs and traditions. Staff make sure children have access to a wide range of activities and resources that support their interests and overall development. Staff are good role models and there are clear boundaries and expectations that support good behaviour. Children are confident to share their thoughts and views in a familiar environment where they feel safe. They are involved in a wide range of physical activities within the familiar boundaries of the school grounds. Staff provide space for children to relax and rest if they are tired after their day at school. Children are provided with a healthy snack and drinking water; however there is a more limited choice for children that attend the breakfast club.

Setting details

Unique reference number	EY462123
Local authority	Staffordshire
Inspection number	1041830
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	3 - 16
Total number of places	40
Number of children on roll	30
Name of provider	Sylvia Binns
Date of previous inspection	12 September 2013
Telephone number	01782297725 or 07813679706

Silver Fox Care Club at Wolstanton was re-registered in 2013

The club employs five members of childcare staff, four of whom hold appropriate early years qualifications at level 2 and 3. The club opens from 7am to 9am and 3pm until 6pm during school term time and from 7am to 6pm during school holidays.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

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

