

South Brent Children's Clubs

School House, Totnes Road, South Brent, Devon, TQ10 9BP



Inspection date

24 May 2016

Previous inspection date

6 December 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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		Good	2

Summary of key findings for parents

This provision is good

- The new managers have a clear commitment to improving outcomes for children. They proactively seek support from advisors and take prompt action to address areas for development. The qualified staff team works together very well.
- Staff make regular and precise assessments of children's learning, and generally use this information effectively to plan interesting and challenging activities. Children are eager and motivated to join in, and make good progress in their learning.
- Managers and staff provide individual support for children and their families. They work in effective partnerships with other professionals to meet children's needs, to ensure consistency in their care and learning through a tailored approach.
- Children develop a strong bond with the small and caring staff team. They quickly settle in and show feelings of security through their growing friendships with their peers.

It is not yet outstanding because:

- Staff do not always ensure that group activities are adapted well to meet the needs of younger children. During these times, staff are less successful at extending younger children's learning and they sometimes distract their older peers.
- Managers do not make best use of information about children's learning to help them track the progress of particular groups of children, to review the effectiveness of activity planning and the quality of teaching.

What the setting needs to do to improve further

To meet the requirements of the Childcare Register the provider must:

Due Date

- | | |
|--|-------------------|
| <ul style="list-style-type: none"> ■ inform Ofsted in a timely manner of the appointment of new managers. | <p>10/06/2016</p> |
|--|-------------------|

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

- review group activities to take account of the learning needs and interests of younger children, so all children are able to actively take part, and can build on what they know and can do
- strengthen monitoring systems to track the progress of groups of children, to identify and target potential gaps and patterns in learning.

Inspection activities

- The inspector carried out a joint observation with a manager.
- The inspector observed children's self-chosen play inside and outdoors, and planned activities, including whole group times.
- The inspector took into account the views of children, parents and staff, spoken to during the inspection, and through parents' written feedback.
- The inspector held a meeting with the managers at an appropriate time during the inspection.
- The inspector sampled documentation, including records of staff's suitability, children's learning documents and risk assessments.

Inspector

Sarah Madge

Inspection findings

Effectiveness of the leadership and management is good

The provider has not informed Ofsted of the change in manager, as required. This is also a breach of the Childcare Register requirements. Nonetheless, it has no impact on children's welfare because the provider has obtained full suitability checks for the new managers. Safeguarding is effective. The staff team has a good knowledge of the procedures to follow if they have a concern about a child's welfare, including how to seek advice from relevant authorities. Managers provide regular support and coaching for staff, for example, through supervision and team meetings. Staff make good use of training to help raise the quality of teaching and further their professional development. For instance, staff comment that they have learnt new strategies to better support children's communication and language skills. Managers establish positive partnerships with other settings that children attend, to facilitate continuity in children's learning.

Quality of teaching, learning and assessment is good

Staff create a welcoming and stimulating environment, and children confidently explore the good range of available resources. Staff know the children well, and provide individual support in their play and learning. For example, they hold children's hands as they try to walk using 'stilt cups' to build their confidence and coordination. Children use shape cutters and tools to explore shapes and marks in dough, and practise counting as they measure ingredients during cooking activities. This effectively supports their mathematical development. Staff successfully develop children's critical thinking skills. For example, they make good use of questions to ascertain children's thoughts and ideas. Staff provide parents with regular updates about their children's achievements, to enable them to extend children's learning further at home.

Personal development, behaviour and welfare are good

Children demonstrate that they are comfortable and happy at the nursery, settling quickly when parents leave. Staff routinely celebrate children's efforts and achievements with enthusiasm, helping to build their confidence and self-esteem as they interact. Children behave well, use good manners and understand staff's expectations. They are eager to take responsibility for general self-care skills, such as pouring their own drinks and helping to prepare snacks. Staff teach children how to keep themselves safe, such as talking about the potential dangers of using scissors and touching hot water.

Outcomes for children are good

Children make good progress in their learning, to prepare them well for school. For example, they listen carefully as staff read books and enthusiastically recap stories as they play. Children learn to recognise letters in their name, such as on their place mats, and develop care and control as they practise their early writing skills.

Setting details

Unique reference number	106212
Local authority	Devon
Inspection number	1028372
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	32
Number of children on roll	46
Name of registered person	South Brent Pre-School Committee
Registered person unique reference number	RP517749
Date of previous inspection	6 December 2012
Telephone number	01364 72022

South Brent Children's Clubs registered in 1969 in South Brent, Devon. The setting occupies rooms within The Old School Centre. The breakfast and after-school clubs open every weekday from 7.50am to 9am and 3.15pm to 6pm, during term time. The pre-school is open on Monday, Tuesday, Thursday and Friday from 9.15am to 3.30pm, during term-time only. The pre-school receives funding to provide free early education for children aged two, three and four years. Seven staff work with the children, six of whom hold relevant childcare qualifications to at least level 2.

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