

Penny Hill

Pennyhill Primary School, Hollyhedge Road, WEST BROMWICH, West Midlands, B71 3BU



Inspection date	7 June 2016
Previous inspection date	23 January 2014

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	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		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. Older children happily support their younger friends when they need help. Children respect each others' opinions when they play together. This reinforces their self-confidence and emotional well-being.
- Children's independence is encouraged in all aspects of club life. They order their snacks from a cafe-style, healthy menu. Children follow good hygiene procedures and access the bathroom as they need to. They choose if they wish to play outdoors and the resources they wish to play with.
- The provider and staff have a good knowledge of how young children learn. Staff take account of children's interests and what they know about children's play from observations when they plan the welcoming environment. They chat to children about what they are doing, help them to follow instructions and how to solve their own problems as they play together.
- 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.

It is not yet outstanding because:

- Systems for monitoring staff's work with children do not focus sufficiently on raising the quality of teaching to a higher level.
- The arrangements for exchanging information with other practitioners in the host school do not always enable staff to fully complement children's learning.

What the setting needs to do to improve further

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

- focus more precisely on checking the quality of teaching, so that all staff know what they must do to continually improve their skills and promote excellent outcomes for children
- enhance systems to share information with the host school to enable staff at the club to consistently complement children's learning and development.

Inspection activities

- The inspector conducted a joint observation with the providers.
- The inspector observed activities and the quality of teaching.
- The inspector held meetings with the providers 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 written views of parents and carers and those spoken to on the day.
- The inspector looked at a selection of policies and procedures including safeguarding, evidence of planning and evaluation of activities and a range of other documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed self-evaluation.

Inspector

Kim Barker

Inspection findings

Effectiveness of the leadership and management is good

The providers have developed a successful system of recruitment, induction and training schedule. This ensures staff are suitably qualified and attend regulatory training. Two members of staff are currently studying towards early years qualifications. This contributes to their continued professional development. The arrangements for safeguarding are effective. The providers have systems in place to 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. They are aware of the club's procedures to ensure that children are fully safeguarded. The providers undertake self-evaluation to maintain high standards. They seek the views of parents and children and include these in their reflections. Leaders successfully identify areas for improvement. They are beginning to establish ways in which they can work together to move the setting forward and make continued progress. All parents are warmly welcomed. Staff make the time to talk to parents daily to share information and pass messages from school. This means that all children, particularly those who speak English as an additional language, benefit from continuity in their care and learning.

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. Staff provide a wide range of play experiences. This helps to engage and motivate children to join in with group activities and play with their friends. They can choose to be active or simply relax at the end of their school day. This helps children to make informed choices appropriate to their individual needs. Children concentrate for long periods of time as they build with small bricks. They are keen to develop their ideas further and solve problems. Staff sit with them, demonstrate how to choose pieces that will fit and talk to them about their ideas. This helps to develop children's play and ideas and expand their communication and language skills. 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

The providers ensure children's safety through effective risk assessments. Staff make daily checks to ensure good steps are taken to remove or minimise any potential risk. Children display a strong sense of belonging as they arrive in the club. This is because the provider places a high priority on ensuring that staffing arrangements support the key-person system. Children behave well and play cooperatively. Staff are good role models. There are clear boundaries and expectations that encourages good behaviour. Staff interact well with children and offer lots of praise and encouragement for their efforts. Children talk to others in a calm, polite and respectful manner. Children learn to play well together and negotiate with their peers. This helps to promote their social skills. There are lots of opportunities for children to play outside in the familiar school grounds. Staff actively get involved with children's play, which supports them to stay engaged and interested in the activities. They help children to understand the rules of games, share and take turns.

Setting details

Unique reference number	EY416153
Local authority	Sandwell
Inspection number	1041474
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	40
Number of children on roll	133
Name of registered person	Samantha Kolar and Michelle Kirwan Partnership
Registered person unique reference number	RP910877
Date of previous inspection	23 January 2014
Telephone number	07806774162

Penny Hill was registered in 2010. The out-of-school club employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, one at level 4 and one at level 2. The club opens from Monday to Friday, during term time. Sessions are from 7.30am until 9am and 3.20pm until 6pm. They support children who speak English as an additional language.

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