

All Stars

TWICKENHAM PRIMARY SCHOOL, Twickenham Road, Birmingham, B44 0NR



Inspection date

6 September 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's learning at school is complemented in the club as staff provide a range of activities linked to the children's interests and targets agreed with parents and teachers. Children are happy and motivated learners, progressing well towards their next stages in learning.
- Children's communication and language skills develop well. They chat happily to their friends and confidently talk to staff about their experiences at home and school. Staff listen carefully to what children have to say. They show genuine interest in children's thoughts and ideas as they comment and ask questions.
- Children's behaviour is very good. They understand the importance of being kind and considerate to each other and share and take turns during play. Praise and encouragement from staff ensure children feel secure and included.
- Children's emotional well-being is supported successfully because they are happy and show they feel safe at this very welcoming club. Children develop secure bonds with staff and their friends. Staff have a lovely rapport with the children and they are friendly, caring and approachable.
- Partnerships with parents are good. Parents feel able to approach the kind and helpful staff and to discuss their children's care with them.

It is not yet outstanding because:

- Performance management opportunities are not maximised to help staff reflect more on their practice and encourage them to share their knowledge and skills, in order to raise the quality of the provision.
- The views of parents and children are not fully considered in the evaluation of the provision.

What the setting needs to do to improve further

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

- sharpen the focus of performance management in order to help staff improve their personal effectiveness and raise the quality of the provision even further
- include the views of parents and children more in the evaluation process, in order to help identify further ways to improve the overall quality of the provision.

Inspection activities

- The inspector had a tour of the premises and observed children engaging in a variety of learning experiences.
- The inspector observed and evaluated a learning activity with the provider.
- The inspector viewed evidence of the suitability of all adults living on the premises.
- The inspector looked at a sample of policies, training records and children's records, and discussed the provider's self-evaluation.
- The inspector spoke to the provider, staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents recorded on questionnaires sent to the provider.

Inspector

Jennifer Turner

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are clear in their role and the procedures to follow in the event of a concern about a child in their care. They are vigilant and deployed effectively and children are supervised well, both on the premises and when playing in the school playground. The manager follows good vetting procedures that ensure all staff working with children are suitable. Induction procedures ensure they develop a secure knowledge of their roles and responsibilities within the club. The manager monitors staff performance and the activities being provided for the children and teachers from the host school mentor staff every day. Staff understand their roles and responsibilities and have completed courses relevant to their role, such as child protection and first aid.

Quality of teaching, learning and assessment is good

Children chatter excitedly to their friends and enthusiastically tell staff about their school day and what they did during the school holidays. Staff take an active interest in what children have to say and ask questions to extend discussions and promote their language. This also builds children's self-esteem and confidence, and encourages them to feel valued and included. There is a strong emphasis on play and having fun after the rigour of the school day. Children engage in art and craft activities as they colour in pictures and mix salt dough to create medals linked to the Paralympic Games. They enjoy challenging each other as they race around the playground to see how many laps they can complete, or how many goals they can score in football. Children enjoy using their imagination in role play and they take prams with dolls outdoors or sit with friends chatting and watching their favourite television programmes.

Personal development, behaviour and welfare are good

There is a seamless transition from school to the club because staff also work in school during the day. Therefore, they work collaboratively with the teachers to meet the children's care needs and support their well-being. Staff encourage new children to settle quickly as they take the time to talk to them and ensure that they feel secure. Behaviour is good and children use their manners very well. Staff have involved children in devising the club rules and this has helped them to learn to respect each other's views. Children confidently make their own choices about what they want to play with. They move around the indoor and outdoor play areas freely finding friends to play with and activities to enjoy. Staff encourage children to learn about staying safe through daily routines and discussions. For example, children know what to do if there is a fire drill. Staff teach children about leading a healthy lifestyle through discussions on healthy eating. Children are provided with a wholesome, healthy cooked meal each evening and drinking water is made available.

Setting details

Unique reference number	EY481851
Local authority	Birmingham
Inspection number	990103
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	32
Number of children on roll	24
Name of registered person	Jemma Louise Connor-Iommi
Registered person unique reference number	RP516886
Date of previous inspection	Not applicable
Telephone number	07973829534

All Stars registered in 2014. It operates from Twickenham Primary School in Kingstanding, Birmingham. The club employs five members of childcare staff. Of these, three hold a qualification at level 2 and above. The club opens Monday to Friday during term time only, from 7.30am to 9am and 3.15pm to 6pm.

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