

Little Squirrels @ Arley

Upper Arley C OF E Primary School, Arley, Bewdley, DY12 1XA



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| Inspection date | 21 September 2016 |
| Previous inspection date | 8 March 2016 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Inadequate | 4 |
| 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

- Leaders have made significant, steady and sustained improvement since the last inspection. They have developed the key person role in support of children and families. Children's voices and opinions are heard in the planning of activities that interest them and they have secure systems for staff recruitment.
- The manager and staff have very strong links with the school that children attend. Children's individual needs are well met by the complementary service of the out-of-school club. This is achieved by good communication being maintained between parents, school, children and the staff at the club.
- All children quickly develop in confidence. They are well behaved and there is a good and consistent approach to managing behaviour. This is reflected in both the club and school rules, promoting children's sense of belonging.
- Parents provide positive feedback about the confidence they have in the quality of care and education provided. They remark on the level of self-assurance and self-reliance that young children have developed since attending the club.
- Staff's effective, enthusiastic teaching ignites children's learning and supports the areas of interest in topics they are learning about in school well.

It is not yet outstanding because:

- Staff do not consistently support children's understanding of how to manage risks and solve problems independently. For example, they do not always talk to children about how they can open a window without climbing on furniture or challenge them to think about which scissors might be best for a task.

What the setting needs to do to improve further

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

- increase children's understanding of how to manage risks and solve problems independently, to develop their skills and help keep themselves safe.

Inspection activities

- The inspector looked at relevant documentation, including evidence of the suitability of staff working in the club and the self-evaluation and action plan document.
- The inspector spoke to members of staff at appropriate times during the inspection.
- The inspector observed the children engaged in a range of play experiences, indoors and outside.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector spoke to the Head Teacher of the school where the setting is based.
- The inspector toured the club's facilities.

Inspector

Esther Gray, Early Years Regulatory Inspector.

Inspection findings

Effectiveness of the leadership and management is good

The setting now only provides out-of-school care. Leaders and managers have greatly improved the effectiveness of their management of staff and understanding of the legal requirements that keep children safe. The provider follows safer recruitment guidance provided by the local authority. The arrangements for safeguarding are effective. The member of staff who is designated lead for child protection has attended many courses and is well versed in the correct procedure to follow if any concern arises. Staff induction and training is well managed, which ensures there is suitably trained and qualified staff. Children are well protected by staff's diligent attention to addressing risks in the environment. They work with the school in monitoring children's attendance. They share information with the school, and external services, to meet children's individual learning and welfare needs.

Quality of teaching, learning and assessment is good

Staff are enthusiastic and buzzing with ideas to stimulate children's interest. Their teaching ability is good. Staff challenge older children to be mindful of younger children and tailor their language to each child's understanding. Children are excited to make their favourite characters out of malleable materials or paper and card. They proudly show their creations to parents immediately they are collected. The children speak about their day at school. They continue discussions with staff about their opinions on topics being discussed in school. Staff foster close links with the school to extend these interests. They use the school grounds as children plant in gardening sessions or go pond dipping. All activities are adapted for the age range of children attending. Staff assess children's success in achieving the learning intentions. They ensure children have fun indoors and outside every day. This promotes their health and physical skills well.

Personal development, behaviour and welfare are good

Children are happy and settled in the setting and thrive on staff and parents recognition of their personal achievements. Younger children settle quickly and parents' comment on their children's confidence being well supported by the staff team. Staff have a commitment to providing a positive culture where children are taught to keep themselves safe from risks, including those on the internet and within the boundaries of the school grounds. However there are occasions when children are not challenged to think of solutions to their difficulties, such as how to gain access to look out of windows when there is a barrier or how to manage craft equipment that they have not used before. Children wash their hands before baking or food preparation without prompting, maintaining good hygiene practices. They care for one another, resolving disputes quickly. Children have secure attachments to their friends and the staff at the setting. They develop a strong sense of belonging which secures their emotional security as they move from one class to the next through school. Children attend the out-of-school club not only for the benefit of care while parents work, but at children's request as they enjoy their time at the club. There is an ethos of mutual respect and children look forward to and enjoy being at their club.

Setting details

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| Unique reference number | EY480725 |
| Local authority | Worcestershire |
| Inspection number | 1051034 |
| 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 | 20 |
| Number of children on roll | 43 |
| Name of registered person | Little Squirrels Ltd |
| Registered person unique reference number | RP533545 |
| Date of previous inspection | 8 March 2016 |
| Telephone number | 07487 827493 |

Little Squirrels @ Arley was registered in 2014. The club employs three members of childcare staff. Of these, one holds appropriate early years qualifications at level 3, including one with Qualified Teacher Status. The club opens Monday to Friday, term time only from 8am until 8.45am and 3pm until 6pm.

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