

Inspection date	14 December 2016
Previous inspection date	25 November 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 have a very strong sense of belonging and fully value the diverse community that they live in. They build strong friendships with other children and are very respectful to adults, including visitors. Staff plan activities to help children learn about festivals in other cultures and children greet each other in different languages.
- Staff have good knowledge and understanding of how young children learn through play. They provide a range of stimulating activities and opportunities, building on children's interests.
- Partnerships with parents are very well established. Staff work very closely with parents to ensure that they are aware of children's care and learning needs. Parents comment that they are very happy with the care that their children receive and the activities that are on offer.
- The manager has built a close-knit team who want to provide the best possible experiences for children in their care. They actively seek the views of children and parents to identify the strengths of the provision and areas for further development. She uses what she finds out to continue to make improvements in the provision.

It is not yet outstanding because:

- Staff do not obtain enough information from the host school, so that they can offer a fully consistent approach and complement children's learning as much as possible.
- Staff do not do enough to show children the importance of a healthy diet or to encourage them to make healthy choices.

What the setting needs to do to improve further

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

- obtain more information from teachers that enables staff to support children to build further on what they are learning in school
- do more to show children the importance of eating healthily and to encourage them to make healthy food choices.

Inspection activities

- The inspector had a tour of the areas used for the out-of-school club with the manager. She observed the quality of staff interactions during activities.
- The inspector discussed children's activities with the manager.
- The inspector held a meeting with the manager. She spoke to the staff and children at appropriate times during the inspection.
- The inspector discussed self-evaluation with the manager and looked at relevant documentation, including evidence of the suitability and training of staff.
- The inspector spoke parents during the inspection and took account of their views.

Inspector

Rupinder Phullar

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have a secure knowledge of the likely indicators of child abuse and are familiar with the procedures to follow if they have concerns about a child. Robust procedures are in place to check staff's suitability to work with children. Staff risk assess all areas before children arrive. This helps to promote children's safety and well-being. Children benefit from the support of a well-qualified staff team. Staff have good opportunities to develop their knowledge and skills through training and by sharing best practice with other settings. The manager works closely with her staff to monitor the quality of the provision. Parents comment that they are very happy with the care that their children receive and the activities that are on offer.

Quality of teaching, learning and assessment is good

Staff create a friendly atmosphere and place a strong focus on helping children to have fun. They plan good quality activities that are tailored to their interests. Children are kept busy and engaged. They are happy and make good use of the environment. Children have a say in the activities provided and have opportunities to explore activities independently. Children enjoy making different structures out of play dough. They knead, roll and create interesting shapes. Children's perseverance and motivation are encouraged by the involvement of their key person, who skilfully joins in and praises their achievements. Other children investigate concepts that help them to build on their awareness of similarities, size and matching. These activities help to strengthen children's developing mathematical and literacy skills. The staff follow children's lead as they explore and investigate. They ask interesting questions that encourage children to recall past experiences and develop meaningful conversations. Children enjoy playing in the school hall. Here they take manageable risks in their play and enjoy developing various physical skills, such as knocking the skittles down. Other children like to sit with their friends and talk about their school day or build constructions with plastic blocks.

Personal development, behaviour and welfare are good

Children are safely escorted by a member of staff from their Reception classroom each day. Staff talk to children, checking that they have had a good day at school. Children say they love to come to club and to be with their friends. Children relate confidently to all of the staff and ask any of them for help or support when they are playing. Staff are kind and caring towards children. They offer lots of praise and encouragement. Children know the expectations for their own and others' behaviour because they are involved in deciding the rules. For example, they contribute to group discussions and they raise their hand so as not to interrupt each other. Staff are good role models and they help children to understand the consequences of their behaviour on others through quiet explanation at the child's level. Children actively learn about keeping themselves and others safe in the physical environment. For example, children accompany staff to check the sports hall to make sure it is safe to play in. They are encouraged to minimise the risks that they find and share their findings with other children. Children's good health is promoted well. Staff provide healthy and nutritious meals that children thoroughly enjoy.

Setting details

Unique reference number	EY462282
Local authority	Birmingham
Inspection number	1066878
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	33
Name of registered person	Dianne Audrene Foster
Registered person unique reference number	RP515878
Date of previous inspection	25 November 2013
Telephone number	07445 433 625

Skools Out was registered in 2013. The club employs five members of childcare staff. All of these hold appropriate qualifications at level 3. The club opens Monday to Friday, from 3pm to 6pm, during term time.

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