

Club 0-5 limited

Club 0-5 limited, Halesfield 20, Unit A, Telford, Shropshire, TF7 4QU



Inspection date	19 January 2017
Previous inspection date	10 June 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		Good	2

Summary of key findings for parents

This provision is good

- The management team has regular individual and group meetings with all staff members. This provides an opportunity to discuss any concerns or areas that might need improving and to consider future training requirements. It also helps to ensure that accurate targets are identified to drive forward ongoing improvements, thereby promoting good outcomes for all children.
- The management team analyses and reflects on the progress of individual and specific groups of children, and compares them across the club. This helps the team to ensure that the planning meets each child's needs and covers all aspects of their learning.
- Children form secure emotional attachments with the staff through an effective key-person system. Staff soothe babies by gently patting their backs and singing to them as they go to sleep. They give children verbal reassurance, smiles, praise and play alongside them as they try out something new. This promotes children's sense of security and belonging within the club.
- Children have good opportunities to develop their understanding of the world around them. They have direct access to the outdoor play area where they explore ice in frosty weather, run through mud and vigorously jump in puddles wearing the rain gear provided by the club. Staff use the pushchairs to take the babies on local walks to observe the changing elements of the weather.

It is not yet outstanding because:

- Some key persons do not provide enough opportunities for children who speak English as an additional language to use their home language during their play.
- Staff do not always make the best use of a broad range of techniques to support children's communication and language skills effectively.

What the setting needs to do to improve further

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

- explore even more ways to encourage children who speak English as an additional language to express themselves in their home language during their play
- develop the use of techniques that encourage children to talk and express themselves, and that help to make the best possible progress in their language and communication skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector discussed with staff how they assess children's learning and plan for children's progress.
- The inspector completed a joint observation with the club's manager.
- The inspector held a meeting with the club's manager, area manager and the director of the company. She looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke with staff and children during the inspection.
- The inspector took account of the views of parents spoken to on the day and from information included in the club's own parent survey.

Inspector

Linda Yates

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management team has recently updated the risk assessments to ensure they are robust. These help staff to make sure children are kept safe and well throughout the session. The lead persons with responsibility for safeguarding within the club have recently attended appropriate safeguarding training. They ensure that all staff understand the safeguarding procedures and know how to respond to any concerns about a child in a timely and appropriate way. The provider attends termly partnership meetings at the local school to share good practice and keep up to date with early years developments.

Quality of teaching, learning and assessment is good

Staff in the baby room make sure the environment encourages children to develop curiosity and the ability to explore using all of their senses. They follow each child's interest, changing activities when needed to maintain their focus. Babies investigate the sand, small-world toys and crayons. During such activities, staff use commentary to develop children's understanding of language. They enhance these activities further by naming the colours of the toys and crayons. Staff have completed training on promoting children's literacy development. They encourage older children to identify the initial sound in words and skilfully and enthusiastically model how to sound the letter correctly. Staff demonstrate how to correctly form letters in the air, talking about the movements children make. Children who need help to catch up with their peers are well supported by their key person. They have individual support to encourage their communication and social development. Staff support children well so that they develop the skills they need in readiness for school.

Personal development, behaviour and welfare are good

Staff provide children with nutritious and balanced meals and snacks. Children have good opportunities to learn to take manageable risks and experience physical challenge in their play. They manoeuvre old car tyres and use the climbing frame in the outdoor play area. Staff have good knowledge on how to promote children's good behaviour. They effectively model how to use good manners and praise children's good behaviour.

Outcomes for children are good

All children make good progress. Babies listen intently during story time and copy the animal noises modelled by staff. Toddlers are engrossed as they use a range of tools to make marks in the paint. Children in the pre-school room thoroughly enjoy the daily literacy sessions. They are confident at naming and sounding some of the letters of the alphabet and older children are beginning to experiment with writing letters. Children are confident, happy and talk freely and enthusiastically to staff and visitors about what they are doing.

Setting details

Unique reference number	EY338012
Local authority	Telford & Wrekin
Inspection number	1064899
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	114
Number of children on roll	138
Name of registered person	Club 0 - 5 Ltd.
Registered person unique reference number	RP535218
Date of previous inspection	10 June 2013
Telephone number	01952 586400

Club 0-5 limited was registered in 2006. The director of Club 0-5 limited is also a director of two other limited companies that each manage a childcare setting. The club employs 18 members of childcare staff. Of these, one holds early years professional status and two hold appropriate early years qualifications at level 5. A further 12 staff hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualification at level 2. The club opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The club provides funded early education for two-, three- and four-year-old children. The club also provides a holiday club for school aged children during the school holidays.

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