

# Superstars Burton On The Wolds



Burton On The Wolds Cp School, Barrow Road, Loughborough, LE12 5TB

<b>Inspection date</b>	23 January 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Supervision arrangements do not support the staff to recognise and build on their professional skills. Training needs are not identified to help them develop their practice further.
- Staff do not share the most relevant information about children with the host school and parents, in order to support better continuity between settings.
- The provider does not yet evaluate the provision effectively to identify and address weaknesses and areas for development in the setting.

### It has the following strengths

- Staff are attentive to children's safety. They carry out regular risk assessments to ensure that the environment and activities are safe and suitable for children.
- Children enjoy the time they spend at the club. They arrive with positive attitudes and start playing straight away. Staff provide a range of activities and resources for the children to choose from.
- Children are supported in managing their behaviour well. They understand the rules for sharing and taking turns. Older children show tolerance and respect for younger ones and help to support their play.
- Children enjoy healthy foods each day that take account of their individual dietary needs. They take an active role in the preparation of snacks and make choices from the range of foods offered. This helps to support children with an awareness of the foods that are good for their bodies and health.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

#### Due Date

- improve the arrangements for the supervision of staff in order to identify their strengths and areas that would benefit from professional development. 28/02/2017

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

- strengthen the two-way flow of information with the school and with parents about children's individual care needs, in order to better support continuity between settings
- use self-evaluation more effectively to clearly identify and address weaknesses in practice and areas for development.

### Inspection activities

- The inspector observed the activities indoors and the interactions between staff and children.
- The inspector spoke to children about their time in the club.
- The inspector talked to staff at appropriate times during the inspection.
- The inspector evaluated the range of activities on offer with the manager.
- The inspector held a meeting with the club manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Alex Brouder

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Staff attend regular safeguarding training and they can explain the steps to take should they feel a child was at risk of harm in the setting. There are clear procedures in place for the collection of children from school to ensure they are appropriately supervised and safe. An effective recruitment process is in place and there are procedures to check the ongoing suitability of staff working at the setting. Staff have appropriate skills and qualifications. However, the manager does not conduct regular and thorough supervision meetings with staff. Therefore, staff's strengths and potential areas of development are not identified. Staff make good use of the space they have. Children have access to a range of resources, which they access freely and independently. Overall, staff have appropriate partnerships with parents. Parents speak positively about the club and the range of play opportunities their children engage in. The providers and manager do not focus carefully enough on using self-evaluation to identify and address areas for development.

### Quality of teaching, learning and assessment is good

Staff ensure the environment is tailored to the needs of the children to enable them to enjoy their time at the club. Children clearly know the routines of the club as they place their bags on benches and sit at the table for registration. Staff inform them of the range of play opportunities and children soon settle into their activity of choice. Children show good hand-to-eye coordination and perseverance as they make designs using small plastic beads. They immerse themselves in small-world play as they work with staff to put the train together. They comment on which pieces they think they will need next in order for the train to move freely. Staff promote children's communication and language skills well. They talk to them as they play and pose questions to them as they play to enable them to think and solve problems. Children engage visitors in conversation. They explain how much they enjoy coming to the club and talk about the range of fun things they do.

### Personal development, behaviour and welfare require improvement

Staff do not make the most of opportunities to share information with parents or the host school that children attend. As a result, they have not fully developed a successful process to support continuity of care for the children. Despite this, children enjoy coming to the club and form positive relationships with staff and their peers. Older children are very helpful and offer support to the younger children. For example, when they notice a child who is not able to reach the salad, they pass this to them. Children have good manners and are very polite. Children enjoy playing games. They show a developing understanding of numbers. They count the dots on the dice and move their playing piece the appropriate spaces. Children talk about things that are important to them, such as birthdays, pets and people. This demonstrates they are relaxed and at ease in the club. Children use their physical skills well. Children have access to the school playground, trim trail and fields to enhance their large-muscle skills. When the weather does not allow access to these spaces, staff ensure children have opportunities to be active indoors, enabling children to run, jump, balance and use racquets and balls.

## Setting details

<b>Unique reference number</b>	EY487539
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	1009011
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 10
<b>Total number of places</b>	40
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Superstars Activity Club Ltd
<b>Registered person unique reference number</b>	RP531233
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07487708290

Superstars Burton on the Wolds was registered in 2015. The club employs two members of childcare staff. Of these, both hold appropriate early years qualifications at level 3. The club opens from Monday to Friday during term time only. Sessions are from 3.30pm until 6pm.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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