

# Little Folks Out of School Club



Lapworth School, Station Lane, Lapworth, SOLIHULL, West Midlands, B94 6LT

**Inspection date** 27 February 2017  
Previous inspection date 14 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staffing arrangements support the key-person system successfully. Children form warm and trusting relationships with familiar adults and make friends with each other. They display a strong sense of belonging as they arrive in the club. Staff help children to respect each other's opinions when they play together. This reinforces their self-confidence and emotional well-being.
- The manager has good knowledge of how to complement young children's learning. Children are actively involved in planning activities. They share and express their views and choices. This helps them to make independent choices about what they play with and motivates them to join in with activities and play with their friends.
- Children benefit from the strong professional approach from staff. The experienced and well-qualified provider demonstrates a dedicated and committed approach to their work with children. There is good effective verbal communication with parents and other professionals in the host school.
- Staff are good role models. They use effective strategies and provide clear guidance for children about acceptable behaviour. This results in an environment where personal, social and emotional development are strongly supported.

### It is not yet outstanding because:

- Some staff are not as highly skilled as others in consistently supporting rich and varied play and learning experiences for children.

## What the setting needs to do to improve further

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

- build on the good systems introduced for performance management and how staff are monitored, in order to develop their skills and attributes to further enrich practice that complements children's learning and delivers the highest quality provision.

### Inspection activities

- The inspector completed a joint observation with the manager.
- The inspector observed activities and the quality of teaching.
- The inspector held meetings with the provider and the manager of the provision. She had discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector looked at relevant documentation, which included safeguarding policies and children's records and discussed self-evaluation.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

### Inspector

Kim Barker

## Inspection findings

### **Effectiveness of the leadership and management is good**

The provider fully understands their responsibilities and has developed robust policies and procedures. They are vigilant in ensuring these are understood by staff and implemented effectively. For example, systems introduced for recruitment, induction, supervision and ongoing regulatory training are successful in ensuring that staff are suitable to work with children. The arrangements for safeguarding are effective. Leaders follow local safeguarding procedures to ensure that children are fully safeguarded. Staff understand and implement the clear policies and procedures in place. Staff are alert to the signs that may indicate that a child is at risk of abuse. They know how to respond to any concerns about children's welfare. Staff make the time to talk to parents daily and share information. This means that children benefit from continuity in their care and learning. The manager uses self-evaluation to reflect on the club's practice. She includes the opinions of staff, parents and children in the reflections to maintain high standards.

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

Staff take account of children's interests and what they know about children's play from observations when they plan the welcoming environment. This means that children have access to toys and resources that help to complement their learning and development. Staff find out about children's care and learning from their parents when children first start in the club. There are good professional relationships with teachers in the host school. Information about what children are learning is shared so that staff can build this into club planning. Children are well supported in continuing to develop the skills they need to complement their learning at school and for the future. Staff actively get involved with children's play, which supports them to stay engaged and interested in the activities. Children are generally supported to keep on trying. Staff demonstrate, offer praise and talk to children about how they can try different ways for doing things. Children concentrate and develop their own ways for doing things. They proudly describe and share their achievements when making patterns with others.

### **Personal development, behaviour and welfare are good**

The provider ensures children's safety through effective risk assessments. Staff make daily checks to ensure good steps are taken to remove or minimise any potential hazards for children. Leaders ensure that all required documentation and permissions are shared with parents. This helps to ensure children's safety, health and well-being. Staff reinforce children's understanding of how to keep themselves safe as they play imaginatively. Children behave well and play cooperatively. Staff are good role models. There are clear boundaries and expectations that encourage good behaviour. Staff interact well with children and offer lots of praise and encouragement for their efforts. Children talk to others in a calm, polite and respectful manner. Children learn to play well together and negotiate with their peers. This helps to promote their social skills. There are lots of opportunities for physical play in the familiar school grounds. Children's independence is encouraged. They confidently choose from a healthy menu, the ingredients they would like to make their sandwiches from. Children follow good hygiene procedures and access the bathroom as they need to.

## Setting details

<b>Unique reference number</b>	EY462513
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	1067173
<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>	5 - 11
<b>Total number of places</b>	22
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Mishi Nurseries Limited
<b>Registered person unique reference number</b>	RP904324
<b>Date of previous inspection</b>	14 October 2013
<b>Telephone number</b>	07599978332

Little Folks Out of School Club registered in 2013. The club employs three members of childcare staff. Of these, one holds an appropriate early years qualifications at level 3 and one at level 2. The club opens from Monday to Friday, during school term time. Sessions are from 8am until 9am, and from 3.30pm until 6pm.

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