

# Club 0-5 limited

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



<b>Inspection date</b>	30 November 2018
Previous inspection date	19 January 2017

<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 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 manager provides all staff with regular confidential meetings. This gives staff the opportunity to discuss their training needs, the children they care for and any concerns they may have. The manager regularly observes staff's practice. This ensures that teaching continues to have a positive impact on children's learning and development.
- The provider makes sure that the views of the manager, staff, parents and their children are fully acknowledged through the self-evaluation processes of the provision. This helps to focus on targets that will support all children to make good progress over time.
- Staff develop strong partnership working with other providers, including the local schools. This consistent approach to sharing information ensures that there is continuity for all children's care and learning. Outcomes for children are good.
- Staff demonstrate high levels of warmth and care towards the children. They use meaningful praise as children achieve what they set out to do. This helps children to develop their strong emotional attachments. Children demonstrate empathy towards one another. This helps them to develop strong friendships with others.
- Staff do not always seek the highest possible level of detail from every parent about what their child already knows and can do prior to their entry to the nursery.
- Children cannot always choose the outdoor equipment they want to play with during their child-initiated play times.

## What the setting needs to do to improve further

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

- encourage parents even further to share information about what their child already knows and can do so that this comprehensive information can be used from the start
- promote children's independent choice about what they want to play with during their self-initiated play times in the outdoors.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

#### Inspector

Mary Henderson

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The provider ensures that all staff keep their child protection training updated. Staff know who to talk to should they be worried about the welfare of a child. Risk assessment is robust. Staff make sure that all areas accessed by the children are kept free from hazards. This helps to keep children safe. The manager ensures children are progressing well. She regularly monitors the educational programmes. Staff ensure parents are provided with daily feedback about their child's routine and care. They make sure parents are informed about their child's next steps in learning. This helps them to support their child's learning at home.

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

Staff help older children to learn about mathematical concepts. For example, they encourage children to count how many blocks are on three different plates. They challenge children further as they ask them to add them all together. Children are excited and keen to show what they know. They count again to calculate how many are left when two are taken away. Staff use a range of questioning techniques during such activities that helps children to think and to solve their own problems. Staff play alongside toddlers as they explore the home corner resources. For instance, staff take on characters with toddlers who make them imaginary cups of tea and stir imaginary dinner in the pans. Toddlers show their imaginations and creativity as they make marks using brushes and their hands with the paints. Staff provide babies with a range of resources that stimulates their senses. For example, they use demonstration and a running commentary as they show babies how to push their hands and fingers through the shaving foam. Babies have great fun and look on in awe as they push and spread the foam around the table. Staff promote babies' sensory play further as they show them how to make loud and quiet noises with the musical instruments.

### Personal development, behaviour and welfare are good

Staff provide children with healthy well-balanced meals that meet their individual requirements. Children are well supervised as they take manageable risks in their play. They climb, balance and enjoy riding around on their tricycles. Children are provided with all-weather suits. This means they can play outdoors as they wish. Children develop a growing understanding about how to develop healthy lifestyles.

### Outcomes for children are good

All children progress well. Older children thoroughly enjoy joining in with their friends during story times. They demonstrate their readiness for school as they show high levels of concentration and they put their hands up to take turns to speak. Older children demonstrate a can-do attitude to learning and they persist when trying to write their name. Toddlers become increasingly confident as they sing out loud during singing and rhyme time. During such times, they enjoy taking turns to choose their favourite songs. Babies become increasingly confident as they move about their environment to explore and investigate the floor sand tray. Here, they climb in and sit down in the tray and become engrossed as they fill and empty various sized containers.

## Setting details

<b>Unique reference number</b>	EY338012
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	10085733
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	114
<b>Number of children on roll</b>	89
<b>Name of registered person</b>	Club 0 - 5 Ltd.
<b>Registered person unique reference number</b>	RP535218
<b>Date of previous inspection</b>	19 January 2017
<b>Telephone number</b>	01952 586400

Club 0-5 limited 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 14 members of childcare staff. Of these, one holds qualified teacher status, three hold a level 5 qualification and a further nine hold a level 3. 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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