

Owls Kids Club

Sutton Bonington Primary School, Park Lane, Sutton Bonington,
LOUGHBOROUGH, Leicestershire LE12 5NH



Inspection date	12 February 2019
Previous inspection date	18 September 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of 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 is a provision that requires improvement

- The manager does not ensure that children's registration forms are completed for every child attending.
- Staff do not fully extend children's creativity.
- The manager has not planned focused professional development opportunities for staff to develop their knowledge and practice further.
- Staff do not fully support children's independence. For example, staff do not encourage children to manage some tasks for themselves.

It has the following strengths

- Two-way partnerships with the primary school teachers help to ensure continuity of care and learning for all children. An effective key-person system helps children to develop secure emotional bonds.
- Staff have a good understanding of how to support children's learning and development. They include children in the planning for their club.
- Staff are warm, caring and give priority to meeting children's individual needs. This helps children to settle in well and promotes their emotional attachment and sense of self-esteem.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure written documents are all in place for each child, including child registration forms.	22/02/2019

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

- provide children with more opportunities to develop their creative ideas
- focus more precisely on how professional development opportunities for staff can be used to raise the quality of the already good practice to a higher level
- consistently help children to develop their independence skills.

Inspection activities

- The inspector observed the quality of teaching during activities 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 club manager.
- The inspector held a meeting with the club manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the club.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Lianne McElvaney

Inspection findings

Effectiveness of leadership and management requires improvement

The manager has failed to ensure registration forms have been completed for all children attending. This means staff do not have information about children's individual needs, for example allergies. Staff have supervision meetings with the manager and receive training and support. However, targets are not precise enough for staff to focus on improving the quality of their practice. The arrangements for safeguarding are effective. Staff understand the signs and symptoms of abuse and know how to make a referral if they have concerns about a child. They also have a good awareness of wider child protection issues. Staff use risk assessment effectively to minimise potential risks in the environment. Staff implement policies and procedures effectively. For example, they implement robust safety procedures to maintain the security of the premises. Parents are happy with the quality of the club. They comment that their children often want to attend extra sessions as they have fun with their friends.

Quality of teaching, learning and assessment is good

Although children have good opportunities to make independent choices in their play, their creative skills are not always well promoted. For example, some creative activities, such as box modelling, are over directed. Staff are enthusiastic and friendly. They show they are interested in children as they encourage them to share and discuss experiences from home. Staff make the most of activities to build on the learning children undertake in school. They plan activities to help them to develop new skills for future learning. The manager and staff have developed strong links with the host school to enable information to be shared, to provide continuity in children's learning. For example, children have access to resources to support their understanding of phonics. Children practise skills they are learning at school, such as early word recognition and counting objects. Children enjoy choosing from a range of resources and activities, indoors and outside, which interest and entertain them. For example, children enjoy playing computer games with their friends. Outdoors, children manoeuvre scooters around obstacles and play team games.

Personal development, behaviour and welfare require improvement

Weaknesses in the collection of information about children has a potential impact on children's well-being. Staff do not consistently take advantage of opportunities to develop children's independence. For example, staff pour drinks for children and serve their tea. That said, children are keen to explore and confidently choose resources and lead their own play. Staff share information with the schools that children attend. Staff have developed a successful process to support continuity of care for the children. Staff actively promote equality through their daily practice. Children are supported to recognise the needs of others and to understand the impact their actions can have on other people. Staff are sensitive to the emotional needs of children. They encourage older children to be helpful to younger children. For example, older children confidently support their younger peers to make friends and manage routines and boundaries. This helps new children to settle quickly and develop their confidence. Staff support children to assess danger and take manageable risks. This helps children to learn how to keep themselves safe and to develop confidence and self-awareness.

Setting details

Unique reference number	EY344190
Local authority	Nottinghamshire County Council
Inspection number	10065298
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	4 - 11
Total number of places	32
Number of children on roll	84
Name of registered person	King, Jennifer
Registered person unique reference number	RP513453
Date of previous inspection	18 September 2015
Telephone number	01509 670141

Owls Kids Club registered in 2006. The club employs seven members of childcare staff, of whom three hold appropriate early years qualifications at level 3 and one at level 2. The club opens from Monday to Friday. Sessions are from 7.45am until 9am and 3.30pm until 6pm during term time. A holiday club is also available from 8am until 6pm during some school holidays.

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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