

103 Club @ Weston Children's Centre

Weston Children's Centre, Penn Hill Road, Bath BA1 4EH



Inspection date	23 May 2019
Previous inspection date	25 July 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Children benefit from being cared for by friendly, caring and professional staff who spend good-quality time supporting them in their activities. Children build strong relationships with staff. They are happy, settled and grow in confidence.
- Staff are calm, thoughtfully support children's needs and act as positive role models. They use distraction, discussion and negotiation effectively to help children to manage their own behaviour and build relationships with each other.
- Staff are enthusiastic and promote learning and development by following children's interests. They use detailed observations of the pre-school children to identify the next steps in their learning and plan effectively to enable children to make good progress.
- Staff plan whole-group times well; they are enjoyable and stimulating. For example, pre-school children join in eagerly with music sessions, cooperating well to play instruments softly or loudly. They listen attentively to well-read stories and take turns in conversation as they knowledgeably name items and recall key phrases.
- Staff do not obtain all of the required information about each child from parents or carers, including who has parental responsibility for the child.
- Staff do not consistently provide parents with a clear picture of the pre-school children's development, to help them understand what their children need to learn next and support learning at home.
- The managers' self-evaluation systems do not consistently drive precise improvements to strengthen the quality of all aspects of practice.

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
obtain and record all of the required information for each child, including information about any person who has parental responsibility.	20/06/2019

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

- strengthen the processes for sharing information with parents about children's learning and development
- enhance the procedures for self-evaluation further and outline areas for improvement more precisely.

Inspection activities

- The inspector observed activities in the main playroom, the outside learning environment and conducted a joint observation with one of the managers.
- The inspector held meetings with both of the managers of the provision. She spoke to staff and children throughout the inspection, when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked the evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector
Rachel Howell

Inspection findings

Effectiveness of leadership and management is good

The managers appropriately lead new staff in the setting's practice. They support staff through ongoing supervision meetings and encourage their professional development, for example to attend mandatory and some additional training. The managers review the effectiveness of activities and children's progress, and observe the quality of teaching, to outline some areas for development. Safeguarding is effective. Staff are vigilant about children's safety and they know the procedures to follow if they are concerned about a child. Managers work well with parents and external agencies to help children get the support they need. Parents comment very positive about the quality of care and education that their children receive.

Quality of teaching, learning and assessment is good

Staff's well-planned activities are enjoyable and promote learning effectively. For instance, pre-school children enjoy making malleable dough. Staff ask probing questions to encourage them to think, recognise ingredients and explore quantity, for example working out how much is half of a cup. Staff link to children's recent experiences to inspire their creativity with the dough. For instance, children are prompted to remember features of bugs they found in the garden and details from recent stories. Children test out their ideas and practise the techniques role modelled by staff. They are very pleased with their creations. They talk excitedly about them and compare the different sizes.

Personal development, behaviour and welfare are good

Staff foster children's independence skills closely. They offer encouragement and praise as children do things for themselves, such as peeling oranges or cutting up apples at snack time. Staff set up stimulating outdoor areas to inspire children to be active in the fresh air. Pre-school children have great fun creating with sand and water. For instance, they act out making cakes and mixes. They spend time washing then hanging out dolls' clothes to dry, working hard to achieve tasks such as squeezing out the water and securing the pegs. Children readily take on challenges. Staff skilfully follow their interests and encourage them to persist when they encounter difficulties, but they also sensitively offer a helping hand when necessary. For example, pre-school children explore climbing low trees and young children in the breakfast club join older children on obstacle courses.

Outcomes for children are good

Children develop a good sense of responsibility. They listen well to the staff's reminders on safety and adapt their behaviour appropriately. For example, when playing with sticks they find a safe place to put them when they come inside for group time. Children's communication, language and social skills develop effectively, including children who speak English as an additional language. Their confidence and self-awareness progress well. For instance, children proudly share a greeting in their home language at group time in pre-school. Children's attention and concentration are at good levels for their age. They are gaining skills that help prepare them for their move on to school. Children with special educational needs and/or disabilities and those for whom the setting's pre-school receives additional funding have good opportunities to reach their potential.

Setting details

Unique reference number	EY475569
Local authority	Bath and North East Somerset Council
Inspection number	10067690
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 11
Total number of places	48
Number of children on roll	16
Name of registered person	103 Club
Registered person unique reference number	RP533509
Date of previous inspection	25 July 2016
Telephone number	07712 212070

103 Club @ Weston Children's Centre registered in 2014. The club employs seven members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one has qualified teacher status. The setting offers separate out-of-school provision and a pre-school. The breakfast club runs from 7.45am to 8.45am, the pre-school from 9am until 3pm, and the after-school provision from 3.15pm until 6pm. The club is also open for school-age children during the school holiday periods, as required. The pre-school provides funded early education for two-, three- and four-year-old children.

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