

Lighthouse Club

St. Nicholas RC Primary School, Jockey Road, SUTTON COLDFIELD, West Midlands B73 5US



Inspection date	20 June 2019
Previous inspection date	16 December 2014

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

- Staff are good role models and use effective strategies to promote children's good behaviour. They provide lots of praise and encouragement. Children behave well, take turns, share and play cooperatively together. This helps to create an emotionally secure and positive environment for children to play and learn in.
- All staff are experienced practitioners who know how children learn. They obtain information from parents and observe children as they play. This enables staff to plan activities that ignite children's interests and motivate them to learn. Children make good progress.
- Staff establish good partnerships with parents. They keep them well informed about their children's progress. Parents are highly complimentary about the quality of care and learning their children receive at the setting.
- Staff check the environment indoors and outside, and remove any hazards. They supervise children at all times while in their care. Children play and learn in a safe environment.
- The manager has built a close-knit team of staff who are ambitious, reflective and demonstrate a strong commitment to providing the best possible experiences for children in their care. They work very well together to improve outcomes for all children.
- Monitoring of staff practice does not lead to highly focused professional development opportunities for staff to help raise their knowledge and skills to the highest level.
- Staff do not highly challenge children's developing thinking and problem-solving skills to help them make rapid progress.

What the setting needs to do to improve further

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

- monitor staff practices more precisely to help provide highly focused professional development opportunities and to raise the quality of staff knowledge and skills to the highest level
- develop all children's thinking and problem-solving skills to build on their curiosity and to help them make rapid progress in their learning.

Inspection activities

- The inspector had a tour of the setting with the manager. She observed activities indoors and outside, and assessed the impact these have on children's learning.
- The inspector completed an evaluation of an activity with the manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including qualifications of staff and evidence of the suitability of all persons working at the setting.
- The inspector spoke to parents and took account of their views.

Inspector
Rupi Phullar

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are aware of their responsibility to protect children from harm. They show a clear understanding of the procedures to follow should they be concerned about the welfare of a child in their care. Recruitment procedures are effective in helping to ensure that all staff are suitable to work with children. The manager and staff regularly monitor children's progress. This helps them to quickly highlight any gaps in their development and provide appropriate support to enhance children's learning. Staff plan children's move to school successfully. For example, they invite teachers into the setting and share key information with them. Staff seek and respond to the views of parents and children. This helps to ensure that children benefit from good learning experiences.

Quality of teaching, learning and assessment is good

Staff use their good understanding of how children develop to plan a wide range of enjoyable learning opportunities. For example, children thoroughly enjoy registration time. They learn about the month, day and weather. Children volunteer keenly to tell staff that the sun is shining. Staff plan interesting activities. They help children to recall previous discussions and offer good explanations to help improve their future learning. For example, they talk to children about different types of squirrels and the things that they eat. Children are fascinated, motivated and engaged as they explore the natural world. Staff encourage them to use equipment such as binoculars to look for creatures and flowers. Children listen to the different noises and describe what they hear. Their speaking and listening skills are supported effectively.

Personal development, behaviour and welfare are good

Staff provide a welcoming, stimulating and nurturing environment. They see children as unique individuals and treat them equally. Children are very keen to invite staff to join in their play and discussions. They show that they feel safe and secure in the setting. Staff promote children's independence well. For example, children pour their own drinks, go to the toilet and confidently wash their hands before snack. Staff provide children with healthy snacks and children enjoy lunch in the school dinner hall. Children get lots of good opportunities throughout the day to play in the well-established outdoor play area. They make good use of the equipment to develop their physical skills. This helps to contribute to children's good health. Children learn about equality and diversity, for example, by celebrating special festivals and tasting food from other cultures.

Outcomes for children are good

Children acquire the key skills that they need in readiness for their eventual move to school. They are confident, inquisitive and self-assured. Children are emotionally and socially very secure. They speak to visitors and staff with extreme confidence, articulating their ideas successfully. Children's love for books is supported well. They listen to stories with interest. Children see lots of print in their environment. They make marks and learn to recognise letters and the sounds they represent. Their literacy skills are well supported.

Setting details

Unique reference number	EY421350
Local authority	Birmingham
Inspection number	10106630
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	3 - 11
Total number of places	50
Number of children on roll	85
Name of registered person	Lighthouse Childcare Limited
Registered person unique reference number	RP535278
Date of previous inspection	16 December 2014
Telephone number	0121 2405698

Lighthouse Club registered in 2011 and operates from a portable building in the grounds of St Nicholas RC Primary School, Sutton Coldfield. The setting employs four members of childcare staff, all of whom hold appropriate early years and playwork qualifications at levels 3 to 5. The club is open from Monday to Friday during school term time. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions.

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