

# Inspection of Black Tiles Out Of School Club

Black Tiles Learning Centre, Black Tiles Lane, Martlesham, Woodbridge, Suffolk  
IP12 4SS

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Inspection date: 7 July 2021

**The quality and standards of early years provision**

**This inspection**

**Met**

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Previous inspection

Not Met (with actions)

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children confidently make choices from a wide selection of fun and imaginative activities. They enjoy colouring and drawing pictures, which reflect the themes they are most interested in, including horses and unicorns. Children talk to staff about the topics they are exploring in school and respond well to the questions staff ask. Snack time is an enjoyable routine for the children. They particularly look forward to preparing their own food once a week. For example, children excitedly talk about their ideas when adding different toppings to their pizza to represent a smiley face.

The setting did not operate for several months during the COVID-19 (coronavirus) pandemic. Despite this, children are eager to attend and settle well. They show that they understand the importance of following the new safety measures introduced to protect them. For example, they remember to wash their hands as soon as they arrive and know to stay with others from their own school group while playing.

Children work well together to agree on the rules for games. They form strong bonds with the staff and often seek them out to join in games with them. Older children are mindful of the needs of the youngest children. For example, they kindly make sure that there is space for them to sit at the table before finding a seat for themselves.

## **What does the early years setting do well and what does it need to do better?**

- There is a strong emphasis on finding out about children's ideas. Staff plan activities that build on children's interests. For example, they create opportunities for children to look at pictures of a skeleton and provide pens for them to draw their own version on the board. This helps to enhance what children have already discovered about the human body while at school.
- Staff get to know the children and their families well. They spend time listening to children and chatting about their experiences outside of the setting. Each child has a 'learning journey' scrapbook which includes meaningful photographs of their experiences. These help children to feel valued and support their strong sense of belonging.
- There are daily opportunities to be active and exercise in the outdoor space. Children are encouraged to choose from a range of sports equipment which they use to extend their physical play. For example, small groups of children challenge each other to bend and balance as they walk under the low rope. They cheer and offer words of encouragement when the rope is lowered to make it even more difficult.

- Staff are good role models. They offer plenty of praise, which helps to reinforce children's good manners and respect for each other. For example, staff show their appreciation when children remember to say please and thank you in their interactions.
- Recent COVID-19 control measures mean that parents do not currently enter the setting. Despite this, staff make sure that they continue to speak to parents and tell them about their child's time at the setting. Parents appreciate how keen their children are to attend and feel confident that the staff keep them safe.
- Partnership working with schools is effective. Staff share information with teachers daily and ensure important messages from school are promptly passed on to parents. For example, staff are mindful to contact parents if they become aware that a child has had an accident at school. This helps to promote good continuity in children's care and experiences.
- Thorough checks are carried out to identify any safety risks before children are collected from local schools. Staff check that the vehicles used to transport children are well maintained and appropriately insured. Children are also provided with brightly coloured vests to help staff to see them easily when they are outside of the setting.
- The manager and staff benefit from regular supervision meetings. They reflect on their practice and identify ways to improve their skills and knowledge. For example, the manager is keen for staff to attend training to extend their understanding of how to support children with special educational needs and/or disabilities. Morale is high among the team and staff feel that their workload is manageable.

## **Safeguarding**

The arrangements for safeguarding are effective.

Since the last inspection, staff have improved their knowledge of safeguarding matters. They confidently identify the signs which may give them cause for concern about a child's welfare. Staff complete relevant training and discuss safeguarding scenarios to help enhance their understanding of wider safeguarding issues. This includes how to identify when children may be at risk of exposure to extreme views and behaviours. Robust checks are carried out when recruiting staff. During supervision meetings, the manager also makes sure that staff understand how to report any concerns about the conduct of anyone who works with the children. This helps to protect children's welfare.

## Setting details

<b>Unique reference number</b>	EY560048
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10193050
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 11
<b>Total number of places</b>	32
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Little Joe Limited
<b>Registered person unique reference number</b>	RP905992
<b>Telephone number</b>	01473 624068
<b>Date of previous inspection</b>	29 March 2019

## Information about this early years setting

Black Tiles Out Of School Club registered in 2018. The club employs five members of childcare staff. Of these, four hold an appropriate qualification at level 3. The club opens from Monday to Friday, all year round. Sessions are from 7.30am until 9am and from 3pm until 6pm during term time, and from 7.30am until 6pm during school holidays.

## Information about this inspection

### Inspector

Sarah Clements

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in the evaluation of the provider.
- The manager and inspector completed a tour of the setting and discussed how the play environment is organised.
- The inspector accompanied the staff when they collected children from the local school. She observed interactions during activities indoors and outdoors.
- The staff and children spoke to the inspector at appropriate times throughout the inspection.
- Parents shared their views in discussion and the inspector took these into account.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all persons working at the setting.

We carried out this inspection 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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