

Head Start Care Club

Smallthorne Primary School, Chetwynd Street, Smallthorne, STOKE-ON-TRENT, ST6 1PR

Inspection date

29/04/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children are the masters of their own activity in a setting where they have ownership and contribute very actively to the planning, promoting their sense of belonging and enjoyment.
- Staff place a high priority on promoting children's well-being and happiness, working well as a staff team to support children's individual needs and maximise learning opportunities.
- Children forge deep friendships in the club and demonstrate high levels of responsibility as they help younger children to settle, create their teams for games and behave in ways that help them to learn to negotiate and compromise.
- Safeguarding arrangements are well-established and staff have a thorough knowledge and understanding of keeping children safe as they participate in activities both on and off the premises.
- Partnerships with other settings and agencies are effective in sharing relevant information and developing consistency in children's learning and development.

It is not yet outstanding because

- There is scope to further engage parents more actively in their children's learning and activities in the setting, in order to continue to build on the existing strengths in the club's partnership with parents.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the club in both indoor and outdoor spaces.
- The inspector held a meeting with the owner/manager and talked to staff during the inspection.
- The inspector spoke and interacted with children throughout the inspection.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion and from some written comments in questionnaires conducted by the club.

Inspector

Patricia Webb

Full Report

Information about the setting

Head Start Care Club was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Smallthorne Primary School in Stoke-on-Trent. The club has use of a number of rooms and outdoor play spaces. It is one of two privately owned settings in the local area and serves children from the host school and other schools in the area.

The club employs four members of childcare staff, all of whom hold relevant qualifications. One member of staff holds a Bachelor of Arts (Honours) degree.

The club offers after school provision each weekday during term time, from 3pm to 6pm. During the main school holidays, the club is open Monday to Friday, from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 27 children attending, six of whom are in the early years age group.

What the setting needs to do to improve further

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

- explore further the ways in which parents can become more actively involved in their children's learning and development, thereby, building on the partnerships and enhancing the children's stimulating play experiences.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a secure knowledge of the Early Years Foundation Stage and how children learn and gain skills through active play experiences. Children engage as active participants in this setting where they have a very strong sense of ownership. This is definitely their club and staff work very effectively to encourage the children to plan, devise and develop their own play. Children express their interests and ideas which staff then prepare and deliver. For example, children were talking about seeds, life cycles and growing and the conversation resulted in a request to plant and grow in the club. Children now have gardening club and are starting to monitor the growth of their cress seeds. Some older, more able children show their scientific prowess as they experiment with a series of plastic cups to make a simple 'tap'. A child explains the principles behind the experiment, showing visitors how the openings are staggered between the layered cups and that twisting them to correspond, opens up the tap. Staff know the children's interests well and facilitate such creative thinking through the ready access to a wide range of resources and

opportunities. The older children share their work with younger children who watch with interest as the water drips from the cups.

Children have their own learning and development records and contribute pictures, written comments and art and craft work. This enhances the accurate assessments staff make on their learning. Staff are skilled in recognising that communication, physical activity and children's personal and social development are the key aspects of engagement in an out of school provision. Consequently, children are progressing well in their learning, in a stimulating and relaxed environment, following the rigours of the structured school day. Parents receive verbal feedback on a daily basis about their children's activity and well-being and information is also shared from the various schools the children attend. Parents' active involvement in their children's progress is developing, although the provider is keen to extend this more, particularly to engage parents in some of the planning and organisation of a wider range of activities and trips to further enhance children's enjoyment.

Children focus well on their self-chosen activity. All children are able to participate in this as they browse through the catalogue of resources and remove the accompanying picture, placing it on the activity board. Staff then check the board and ensure that the specific activities are made available. Staff are aware of how such measures support all children including those who may have communication or language needs, developing inclusive practice effectively. Children become engrossed in their activity, often taking their ideas further. A favourite story about the monster in the woods is read frequently as children settle in the comfy book area and repeat familiar phrases from the story. Later, they re-enact the story, taking great pride in showing visitors the photographs of their production, displayed for all to view. All children delight in active physical play. This is offered both indoors and outdoors as children organise their games of football, explore the woodland walk on the bank around the school and clamber over the large tyres. They test their confidence, leaping from one tyre to another, balancing and jumping with skill. Team games, such as football, are used to great effect as children learn to negotiate, set 'rules' to their games and learn about winning and losing. Staff are aware of how such play supports children in developing skills for the future, contributing to children's transition between the club and other settings.

There is a bubbly and busy atmosphere within the club where children clearly have fun, enjoy their interaction with staff and are eager to get going with their play. A child encourages staff to 'toe the line' as the member of staff is directed to walk with care, following the lines on the playground. The child relishes the way in which the member of staff feigns 'confusion' when the child keeps changing direction. Consequently, children enjoy their time in the club. They are becoming advocates for the setting, telling friends at school and encouraging numbers to increase.

The contribution of the early years provision to the well-being of children

Children enter the club eagerly and settle very quickly into the familiar routines. The children from other schools arrive via the 'walking bus' and engage swiftly with their friends, chatting about their day in the various settings. This also supports children's

transitions between school and the club. They chatter animatedly with the very friendly and familiar staff, sharing their ideas and the 'troubles' of the school day. This is because the key person system is well-established and ensures that children form secure attachments, thereby, promoting their emotional well-being.

Staff prioritise children's safety. They learn about road safety through the 'walking bus' and discuss dangers in the environment when out and about on walks and outings. A young child shares his great pleasure at being able to access the 'big yard', an area which is not available for young children to use during the general school day. This area has been fully risk assessed by club staff to minimise hazards. Children relate well with visitors to the setting, such as the local police officer. The officer joins-in with children in their play and discusses personal safety and how to make the right choices about their conduct in the wider community. Children have drafted their 'rules' in the club and so have a vested interest in maintaining them. They negotiate, compromise and consider the consequences of their actions on others, supported by staff who offer very positive role models for the children.

Staff promote children's good health through the consistent routines offered. Children know about hand washing, helping themselves to regular drinks of water during vigorous exercise and active play. Staff prepare a calming and extremely ambient atmosphere at snack time. Tables are prepared and set with all of the necessary requisites for children to prepare their light meals for themselves. This promotes their independence and self-help skills as they enjoy their choices and tuck in to fresh fruit daily. Minor accidents and injuries are managed effectively as staff hold relevant first aid qualifications and ensure that parents are fully informed of any such incidents.

The effectiveness of the leadership and management of the early years provision

The owner and her staff have a sound drive for increasing the quality of the provision. Monitoring of staff practice is effective in ensuring consistency and the development of a stimulating club for the children. The owner is trialling further systems to ensure that any ideas from staff with regard to improving practice are identified and explored swiftly. This is intended to maximise the positive experiences for children.

Children are safeguarded well as staff have a secure knowledge and understanding of the child protection procedures. Parents are fully informed of this duty of care. Detailed risk assessments are carried out to identify and minimise hazards. The owner regularly collates records of accidents and incidents to inform risk assessments further. The club is working closely with the school to further improve security on the premises. The owner conducts rigorous and robust staff recruitment procedures to ensure that staff hold the relevant qualifications for their role and are suitable to work with children. The staff have been selected for this club with care, as some of them have experience of working with older children as well as children in the Early Years Foundation Stage. This ensures that all children's needs can be effectively met. Further attention is given to assessing staff's ongoing suitability through the appraisal and supervision systems. Staff work very well as a team, constantly checking with each other that ratios are adhered to. This results in

children being effectively supervised without hampering their natural inquisitiveness.

Self-evaluation is undertaken by the owner and the views of all concerned are used to consider changes and improvements to practice. Staff are developing their reflective practice and constantly evaluate activities, planning and assessments to ensure children's needs are met. Parents comment on their appreciation of the club and how their children enjoy attending. Some parents express their 'problem' as children groan when parents arrive to collect them and they are reluctant to head home. As one parent states, 'This speaks volumes about how my child enjoys coming here.' The provider is seeking to set up a parent forum to engage parents in the planning as actively as their children are.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY442713
Local authority	Stoke on Trent
Inspection number	881581
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	27
Name of provider	Sharon Pender
Date of previous inspection	not applicable
Telephone number	01782235265

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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