

Skools Out

St. Francis RC Junior & Infant School, Brougham Street, BIRMINGHAM, B19 1PH

Inspection date

Previous inspection date

25/11/2013

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 settle extremely well because of the good partnerships with the host school that children attend. Children also benefit from consistency of care because staff liaise closely with parents and teachers.
- Children's learning and development is very well supported as staff continuously look for ways to develop and enhance their experiences. They show commitment and enthusiasm towards extending their own knowledge through training, which supports their professional development.
- Children's behaviour is very good. They understand the importance of being kind and considerate to each other and share and take turns during play. Praise and encouragement from staff ensures children feel secure and included.
- Parents are pleased with the care and support their children receive. They feel able to approach all staff and discuss any aspect of the provision and feel staff are kind and helpful. Daily communication enables parents and staff to keep up to date and fully aware of children's progress and any changes to their care needs.

It is not yet outstanding because

- Areas where children can relax and read books are not always inviting and comfortable.

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 in the indoor environment.
- The inspector spoke with the owners/manager and staff at appropriate times throughout the day.
- 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 children and parents through discussion.
- The inspector carried out a joint observation with the owner during a physical play session.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the providers self-evaluation and improvement plan.

Inspector

Jennifer Turner

Full report

Information about the setting

Skools Out was re-registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the community room within St Francis Roman Catholic Junior and Infant School, in Hockley, Birmingham. The club also makes use of the school hall and library. The club serves the local community. There are enclosed areas available for outdoor play.

The club opens Monday to Friday, school term-time only. Sessions are from 3pm to 6pm. Children attend for a variety of sessions. There is currently one child attending, who is in the early years age group. There are six members of staff, all of whom hold appropriate early years qualifications to level 3 and above. The club currently supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- promote children's well-being further by providing a more comfortable area for them to relax, rest, read books or play quietly.

Inspection judgements

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

Skools Out is a play-based provision, which provides care for children after school in the community room of the host school. Staff seek children's ideas for activities and take account of these in their planning. They provide a welcoming and safe environment where children can play happily and extend their learning through the good range of activities provided. Children clearly enjoy the session, benefitting from the warm relationships established with staff and other children. Conversation is lively and children clearly make an effort to get along with each other. Older children show confidence in approaching the inspector to introduce themselves and find out the nature of her visit. They tell the inspector how much they enjoy coming to the club because they have fun and nice snacks. Relationships between the older and younger children are good and the older ones take care to ensure younger children are included. Children benefit from the adults' calm involvement and understanding of how young children learn through play. They are presented with many fun and worthwhile activities, which allow the children to be as involved as they choose, for example, by joining in with creative activities, such as decorating biscuits and painting.

Children have opportunities to learn about the wider world through designing Diwali pictures, learning about the history of the Guy Fawkes plot and black history. The club has

good access to one of the school's playgrounds and is resourced with a good range of activities to promote physical exercise. Children run, climb and explore and use balls. Children enjoy playing active games in the school hall, such as 'duck, duck, goose' as they race around trying to catch each other, or playing the 'opposites game'. Other children like to take part in quieter activities, such as drawing or playing board games to see who can connect four counters in a row. Children's creativity is well supported as they have many opportunities to draw and paint. Children's writing skills are appropriately fostered with a variety of materials available on a daily basis, such as, pencils, crayons and chalks. There are opportunities for children to use their imagination in role play and they pretend to cook or enjoy making up their own games. Children enjoy playing with the wide selection of small world construction resources and they spend long periods building a range of objects. Children's mathematical understanding is developing through board games or playing cards. They access the interactive white board where they engage in games or watch their favourite movies at the end of the week. Staff constantly talk to children and ask them questions about their day to further support and reinforce what they have learnt during the school day.

Children's active learning is well supported through a good balance of adult-led and child-initiated play and children are able to choose what they play with. The positive interaction of staff extends children's thinking and ensures that they make good progress in their development. Children challenge staff in board games and are delighted when they beat them. Staff demonstrate a good awareness of how children learn and activities are planned to build on children's learning at school, while being flexible enough to allow for spontaneous learning and following children's interests. Staff take photographs of children as they play and use this in the learning journal along with observations to monitor children's progress.

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

Children develop positive relationships with their key person, other staff and their peers. As result, they settle quickly. Staff obtain good information from parents and the school about children and use this to support their transition into the club. Through group games and activities, children learn to share, take turns, listen to others, negotiate and resolve their differences. Children are very well behaved. Staff give children opportunities during group discussion time to talk about and share their experiences of issues, such as bullying. Children share their views about programmes they have watched about bullying and their own feelings about such issues. They understand the club rules because they have been involved in devising them and therefore, take ownership of them. As a result, they behave well and respect each other. Children recognise differences in their own moods and behaviours and make independent choices about how they spend their time. For example, choosing to play with quieter activities when they want some calm time. Children are polite and use their manners well when talking to staff and each other. Young people's meetings are held regularly where children are assigned with roles, such as to help with snacks and activities. In addition, children are chosen as mentors to support other children new to the setting. This meeting gives children a voice in the club, so they can choose

new toys or games and evaluate the club and how it is run.

Through daily routines children learn to independently manage their personal care needs, such as washing their hands after using the toilet and they use anti-bacterial gel to sterilise their hands before eating snacks. This promotes their understanding of good hygiene habits and they know that washing their hands will stop germs. Children's health is well-promoted as staff provide a hot snack each day, in addition to a variety of fruits. Snack times are treated as a social occasion when children and staff sit together around the table to enjoy their food and each other's company. Fresh water is readily available and accessible to children throughout the session from the water dispenser. Staff are aware of any children with dietary requirements or allergies to specific foods and ensure their health needs are met. Staff regularly review how they utilise the areas in the room to provide children with a good range of resources, which are accessible. Children are able to use the book area to sit quietly when they need to, although, not enough emphasis has been placed on ensuring this area is always well-organised or carefully sited away from the more boisterous play of other children. As a result, children are not always able to take full advantage of this area to rest, relax or enjoy more quiet activities, such as reading a book.

Staff place good priority on children's safety. For example, staff and children carry out daily risk assessment checks in the club to help identify potential hazards. Children walk around the club room and school hall with a clipboard to record any hazards they find, such as a broken chair. Staff teach children about staying safe through daily routines and discussions. For example, they regularly practise the evacuation procedure to ensure that children know what to do in the event of an emergency. Children are helped to understand how exercise helps them to stay healthy. They have plenty of opportunity to be active playing in the school hall or using the school's playground.

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

The leader and manager of this club and her staff have a good knowledge and understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. They implement requirements into the club with success and this promotes children's well-being and safety. A file containing recently updated policies and procedures is kept in the club and is easily accessible to staff and parents. For example, the safeguarding policy has been updated to include the use of cameras and mobile telephones in the club. As part of their induction new staff read through all the policies and procedures and then revisit them during staff meetings. This ensures they develop and retain a clear understanding of agreed processes for ensuring the safe and efficient management of the club. Leaders and staff, when questioned, demonstrate they thoroughly know and understand the policies and procedures, for example, of how to respond to a safeguarding concern or allegation being made against a member of staff. They understand their duty to protect children in their care and have a clear understanding of the known indicators of child abuse.

All staff have attended relevant safeguarding training and three of them are designated safeguarding persons. There are effective vetting and recruitment procedures that ensure all persons employed are suitable to work with children and the management hold details of each staff disclosure and barring checks on their file. Good systems are in place to keep children safe. For example, a member of staff from the club escorts younger children from the classroom to the club to ensure their safe arrival and ensure the premises are secure. Visitors are required to sign the visitor's book, both at the school entrance and at the club, which further safeguards children. Staff are well deployed to ensure children are safe as they move around the premises.

The management team monitors staff performance through regular meetings, supervision and the appraisal system. Staff show commitment and enthusiasm as they have opportunities to develop their knowledge and skills through attending training courses and have regular support from the early years advisers. Self-evaluation takes account of the views of staff, parents and children and helps to identify ways to improve outcomes for children. Partnership with parents is good. Parents have a communication book in which they can record comments or complaints. Parents are happy with the club and make many positive comments. For example, they comment favourably about the good rapport and communication they enjoy with staff of the club and school. This enables children to benefit from continuity of care. Parents also say how much their children enjoy attending the club and do not want to go home when parents come to collect. The positive relationship with the Early Years Foundation teachers at the school means that the club is able to provide continuous provision for all children. In particular, children with identified special educational needs and/or disabilities benefit from being in a fully inclusive provision. Staff share information about children's daily activities, in order to complement learning.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY462282
Local authority	Birmingham
Inspection number	922360
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	1
Name of provider	Dianne Foster
Date of previous inspection	not applicable
Telephone number	07445 433625

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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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