

Capellas Ltd

Lant Sports & Community Centre, Meeting House Lane, Balsall Common, COVENTRY, CV7 7GE

Inspection date

22/04/2014

Previous inspection date

15/10/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 happy and enjoy attending this welcoming club, they settle well and follow a familiar routine. They form secure attachments with practitioners and their peers, and this promotes their well-being effectively.
- Children's behaviour is good. Practitioners provide positive role models and consistently apply appropriate strategies providing clear guidance for children about what is acceptable behaviour.
- Practitioners provide children with a wide range of interesting activities which they enjoy. Children benefit from good opportunities to play outdoors. They play independently and use their imagination and creative skills very effectively.
- The manager and practitioner team are clear about the safeguarding and welfare requirements. Practitioners are vigilant, deployed effectively and supervise the children well both on the premises and on outings.

It is not yet outstanding because

- Opportunities for practitioners to strengthen the partnerships formed with the schools are not yet fully explored, to extend how information is shared in support of children's rapidly developing ongoing learning.

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 taking place indoors and outside, and children having their snack and lunch.
- The inspector talked to practitioners and children, and held a meeting with the manager.
- The inspector sampled a range of documentation, including practitioner suitability checks, children's development records and policies and procedures.
- The inspector took account of the views of parents and carers detailed in the parent questionnaires.

Inspector

Jacqueline Nation

Full report

Information about the setting

Capellas Limited Out of School Club was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of four settings run by Capellas Limited. The club operates from one room in the Lant sports and community centre in the village of Balsall Common in Coventry. The club has use of the outside playing fields. The provision serves the local and surrounding areas. There are currently 69 children on roll; six of whom are in the early years age range. The club is open each week day, from 7.30am until 9am and 3.20pm until 6pm, during school term times. The holiday club is open from 7.30am until 6pm. Children are able to attend for a variety of sessions. Overall, there are seven members of staff who work with the children at different times; three of whom hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

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

- strengthen further the partnerships with schools, to enhance how information is shared in support of children's ongoing learning needs and progress.

Inspection judgements

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

Children are happy, enthusiastic learners who enjoy attending this welcoming club. Practitioners work closely with the children to make sure they enjoy their time at the club. They fully recognise that children learn through play, and planning is flexible and influenced by children's interests and ideas. There is a good focus on promoting children's personal, social and emotional development, and making sure they have opportunities to be active. Children enjoy the company of each other and play well together using their imagination and creative skills. They like role play and dressing up, and use their imagination to build models of 'super jets' and 'mega space ships'. Children are very proud of their achievements.

The quality of teaching is good. Practitioners have a good understanding of how children learn and know their expected levels of development. They interact successfully with the children during play, for example, talking about size and shape, extending children's thinking skills and vocabulary successfully. This ensures children make good progress in their learning and development. Practitioners work well together to make sure children enjoy a wide range of activities and play experiences that build on the skills and abilities they already have. Children have a warm rapport with practitioners, who know them well and listen with genuine interest to what they say. Practitioners use their observations well to plan for children's next steps in their learning. Planning incorporates children's choices, and this helps them feel valued and develop a strong sense of belonging. Children's voices

are also listened to through the 'Club council'. This provides all children with the chance to share their views with practitioners about a range of aspects in the club, and talk about what they would like to do.

Children's personal, social and emotional development is fostered well. Children are confident to share their views, and practitioners engage younger children in conversations to build their confidence helping to support their communication skills. Practitioners foster children's independence and social interaction. They encourage conversations, and talk to children about activities and topics taking place in school. Younger children are supported well to develop their literacy and mathematical skills. They practise writing their name, play word games and explore rhyming words in their favourite stories. Books are easily accessible to all children. Children play a variety of number and strategy games to enhance their mathematical skills. They play chess, dominoes, complete puzzles, and learn to tell the time. There is a good focus on promoting children's physical development. Children thoroughly enjoy their time outside playing group games, such as rounders, cricket and football. They also develop their hand-to-eye coordination skills playing with bats and balls. Children also have good opportunities to enhance their expressive art and design skills. They like drawing, painting and sticking activities. They are also involved in art and craft activities, such as glass painting, sewing and rug making. Children's understanding of the world is fostered appropriately. Planning includes finding out about a range of festivals throughout the year, such as Diwali and Chinese New Year to support children's understanding of others and the wider society.

Practitioners work in partnership with parents to benefit children. Parents have the opportunity to talk to practitioners at arrival and collection times to share information to support children's continuity in care. Termly assessments are provided to give parents an overview of their child's learning in all areas and the progress they are making. They include the planned next steps in children's learning and this helps to focus and extend children's learning. Practitioners liaise with teaching staff to ensure relevant information is shared; this alerts them to any issues which children have experienced in school. There is scope to further extend these arrangements to enable them to identify achievement levels and follow current themes to fully support children in the early years age range who attend after school.

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

Children settle well in this friendly group and develop positive relationships with practitioners and their peers. This is an inclusive club where all children and their families are made to feel welcome. Practitioners are kind and caring and this ensures that all children form secure emotional attachments, which promotes their well-being and independence. The key person system ensures that the younger children's care needs are given good attention. This provides them with a strong base to enhance their confidence and their ability to make choices about their play and learning.

Practitioners talk to parents at the admission stage and record information about children's individual needs, their interests, skills and abilities. They also talk to the children about what they enjoy doing, and this helps practitioners plan activities to help children feel

comfortable and settled. Children have the opportunity to visit the club before they start and, because the club is close to their nursery and school, this makes transitions easier for children. They become familiar with the routine and this helps them feel safe and secure. The environment is well organised to give children space to relax and is well resourced to support children's all-round development. Effective use is made of the environment to provide a range of experiences for all children to promote their independence and confidence. Children have opportunities to have quiet times, looking at books and drawing, or to be physically active in the grounds of the sports club.

Children's behaviour is good and managed well by practitioners. Practitioners provide children with positive role models; they have a warm rapport with the children and help them to understand the rules for being together. Children use excellent manners, have consideration for others and older and younger children play together very well. It is evident as children play that some positive friendships are forming. They learn how to keep themselves safe, and gentle reminders from practitioners help children to understand the boundaries in place to ensure their safety, particularly in the outdoor play spaces. Children are familiar with the evacuation procedures, and they know how to safely exit the building in the event of an emergency.

Children's health and well-being are supported effectively. They have good opportunities to spend time outdoors and gain the benefits from being in the fresh air and being active. Their individual dietary needs are discussed with parents and taken into account at meal times. Children are provided with healthy choices for food and drink at snack and meal times. They demonstrate a good understanding of managing their own hygiene and personal needs, and wash their hands before meals. Children enjoy being together at meal and snack times, and these are sociable times when they can sit and chat to their friends and practitioners.

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

The management team and practitioners demonstrate a good understanding of their responsibility to meet the Statutory framework for the Early Years Foundation Stage. The requirements are implemented with good effect to keep children safe and secure while on the premises and on outings. Risk assessments are carried out and practitioners make sure children are cared for in a safe and secure environment. There are good arrangements for admitting visitors to the club, with rigorous procedures to check their identification. Suitably qualified practitioners are deployed appropriately at all times to ensure children's safety and requirements are met.

Practitioners are confident in the effectiveness of procedures regarding allegations of abuse and reporting child protection concerns. They understand and describe their responsibility to escalate any child protection concerns by following the safeguarding procedures. Comprehensive policies and procedures are in place and shared with parents. The documents required for the safe and efficient management of the provision are in place and maintained accurately. This includes medication and accident records, and an accurate record of children's hours of attendance and practitioner deployment. Vetting

procedures are robust and include evidence of suitability checks being undertaken. New practitioners are supported well and the induction process helps them to be confident and able to implement the setting's policies and procedures effectively. The arrangements for appraisals and practitioners' professional development are well considered.

The manager and practitioner team monitor children's learning and development to ensure children are provided with a broad range of activities to help them make good progress. However, there is room for the club staff to extend their partnership working with the local school to further enhance children's continuity in their development, and complement their learning needs more effectively. Self-evaluation is used to support the club to identify its strengths and areas for development. This ensures the club makes continuous improvement in their provision to benefit children.

Partnerships with parents and carers work well. Parents have the opportunity to speak to their child's key person and find out how well their children are progressing. Newsletters and displays in the club help to keep parents up to date with what is happening at the club and the projects children are involved in. Parents' views are sought through the use of a questionnaire and these reflect a good level of satisfaction with the provision. They comment on the caring practitioner team, the welcoming atmosphere and their children's enjoyment. Practitioners recognise the importance of working with other professionals and agencies when needed to make sure children's individual needs are met. Overall, practitioners create an environment that is welcoming and secure, where children continue their learning through play and having fun. This helps children to continue to build on the skills and dispositions they have already acquired, and helps them move forward in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY367966
Local authority	Solihull
Inspection number	960956
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	69
Name of provider	Capellas Ltd
Date of previous inspection	15/10/2008
Telephone number	01676 532853

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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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