

# Temple Meadow Kids Club

Temple Meadow Primary School, Wrights Lane, CRADLEY HEATH, West Midlands, B64 6RH

## Inspection date

Previous inspection date

28/11/2012

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            | 1 |
| 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 thoroughly enjoy their time at the club, forming very strong and respectful relationships with the staff.
- Children are particularly well supported in developing their ability to make choices about their activities and to express their opinions. Staff successfully help new children settle into the provision.
- There is a very strong focus on inclusive practice; highly committed staff support children with special educational needs and/or disabilities in accessing the activities and experiences.
- Partnerships with the school and other agencies are well established to provide continuity of care and support for each child, according to their age and levels of ability.

### It is not yet outstanding because

- The monitoring of the quality of the practice is not yet wholly effective in addressing some inconsistency in staff's approaches to giving children instructions leading to a rise in general noise levels.
- Sharing younger children's progress with parents is hindered as some observations are not clearly linked to the areas of learning and development.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 practice and interaction between the staff and the children.
- The inspector spoke with the children during the inspection, taking account of their views and opinions.
- The inspector took account of the views and comments from parents' questionnaires.
- The inspector examined a range of documentation including records to assess staff suitability and qualifications, children's records and policies and procedures.
- The inspector read through the setting's self-evaluation and discussed the content with the owner/manager.

## Inspector

Patricia Webb

## Full Report

### Information about the setting

Temple Meadow Kids Club was registered in 2012 and operates under private ownership. It is sited within Temple Meadow Primary School in Cradley Heath, West Midlands. The main school hall and a number of classrooms are available for the club's use with

additional toilet and outdoor play facilities. The club is open each weekday during term time running sessions from 7.30am to 9am and 3pm to 6pm. During the main school holidays it operates from Monday to Friday, 7.30am to 5.30pm

It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 72 children on roll of whom seven are in the early years age range. The club supports children who speak English as an additional language and children with special educational needs and/or disabilities. There are two main members of staff in the setting including the owner/manager. There are two additional members of staff who provide cover when required, particularly during the holiday sessions. All staff hold relevant qualifications to Level 3. The club receives support from the local authority.

### **What the setting needs to do to improve further**

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

- assess the observations of children's progress more effectively by referring to the areas of learning and development and sharing these more clearly with parents
- improve the monitoring of staff performance with particular regard to the use of appropriate behaviour management methods to promote consistency of practice.

### **Inspection judgements**

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

Children make good progress in the club as they thoroughly enjoy their time there. Staff have a clear knowledge of how children learn and develop and plan effectively for a wide age range of children as well as those in the early years age group. Observations and assessments are made in the younger children to ensure that they are making progress in areas that complement their Early Years Foundation Stage input within the school. The records are made available for parents and carers to look at as they wish. Although staff know the children well and plan for their next steps this is not fully relayed to parents as there is limited reference to the areas of learning and development.

Children relax after the rigours of their school day during term time and contribute to the selection of activities and ideas in the holiday club. Very strong, caring and respectful relationships are fostered between the children and the adults. This promotes children's sense of belonging and personal security. Children seek out their key person for reassurance particularly when they get a little anxious as parents start to arrive to collect

their children. A member of staff comforts a child by discussing the time and referring to the clock as together they calculate how long it will be before the child's parent arrives. Children develop their confidence as they select their chosen activities and resources, informing visitors without hesitation of where the various equipment and play items are kept.

Children develop their communication skills very well. They listen with care to the various routine requests, such as when asked to select their snack for tea time. They show great concentration as they learn skills, such as plaiting, watching adults intently and then beaming with pride as they manage to complete a similar task. Older children settle with some younger children at times and share books and stories with them, developing a sense of responsibility and fostering friendships. Staff have adapted the routines to enable children to chat about their school day and share any achievements thereby gaining a sense of pride and fostering their self-esteem. Children develop their skills in arranging their own games and solving problems. For instance, a game of volley ball is adapted when a resource trolley is used to create the 'net' and teams are chosen, including younger children in the selection.

Inclusive practice and equality of opportunity are given excellent acknowledgement and are key strengths in the club. Every child who attends is supported very effectively due to the commitment of the staff and their very firm partnerships with the teachers and non-teaching staff in school. This means that every child receives consistent attention and support to participate, enjoy and achieve.

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

Children are extremely confident and settled in the provision, very aware that this is 'their club'. They show a very well-developed sense of safety as they inform visitors about the fire drill procedures, refer to the pictorial guide that supports this drill and point out where the assembly point can be reached. They also know where the first aid box is kept and who to go to if a child were to have an accident.

From the moment they arrive in the club they take an active part in what goes on. They inform the staff about their choice of snack and attend to their own self-care by washing their hands in preparation with little need for reminders. This reduces the risk of any cross infection and promotes children's good health. They tuck in to their snacks with delight, discussing their favourites such as toast and jam, cheese on toast and sandwiches. They develop good eating habits as they make choices from the readily available fruit bowl. Children grow in their independence as they pour their own drinks and some older children assist the younger ones in this. The older children take great pride in their self-chosen roles as guides for some of the younger children contributing to an easy transition between school and the club. They have also shown new children round the setting as staff stand back and encourage this level of responsibility to develop.

Children's behaviour is exemplary as they take their lead from most of the staff and each other. They have contributed to the setting of boundaries and remind each other about them, developing a shares sense of personal responsibility. Children confidently explain

the 'raffle ticket' system to visitors, through which their positive contributions to the sessions are praised and acknowledged. They excitedly describe the draw that takes place each Friday and by which a 'winner' is selected. Staff ensure that every child has an opportunity to achieve, acknowledging the contributions that all children make, including those that are quieter and less confident.

Parents speak very highly about the club in the questionnaires they complete at intervals. Comments include remarks, such as 'the club has been brilliant for both me and my children. They really enjoy coming and I know they are safe and well looked after', 'Staff are lovely and children think very highly of them', 'staff always smiling and welcoming' and 'Keep up the excellent work'.

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

Leadership in the club is strong and results in children having access to a high quality provision. Self-evaluation is a constant process that takes account of the views and opinions of children and their parents as well as staff from the provision and from the school. The owner/manager is aware of some inconsistencies in staff interaction and is proactive in developing staff skills through training opportunities. For example, there are times when staff call out to children across the room rather than speaking more quietly and this has a tendency to lead to increasing noise levels when children use the large school hall.

Safeguarding arrangements are fully understood by all staff in the setting. They have attended relevant training to update their knowledge and understanding and share this responsibility with parents and carers through the well-written policies and procedures. The recruitment and selection process for appointing staff is rigorous and robust, assuring parents that the adults have appropriate qualifications and skills to do their job. All staff undergo the required clearances before taking up a post in the club. Children speak with great respect about the staff and the individual caring attention given to their needs. A child recalls how one member of staff was very kind and loaned her jacket to him when he was chilly outside during one of the sessions.

The setting works exceptionally well with the school and other agencies to meet the needs of all children and their families. The commitment of the owner/manager and the staff has resulted in the club receiving an award from the local authority for effort and dedication with regard to inclusive practice. Every child receives a happy and enjoyable time in the club contributing to their early years experiences to secure future 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 | 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. 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

|                                |          |
|--------------------------------|----------|
| <b>Unique reference number</b> | EY446887 |
| <b>Local authority</b>         | Sandwell |

|                                    |                             |
|------------------------------------|-----------------------------|
| <b>Inspection number</b>           | 789962                      |
| <b>Type of provision</b>           |                             |
| <b>Registration category</b>       | Childcare - Non-Domestic    |
| <b>Age range of children</b>       | 4 - 17                      |
| <b>Total number of places</b>      | 32                          |
| <b>Number of children on roll</b>  | 72                          |
| <b>Name of provider</b>            | Temple Meadow Kids Club Ltd |
| <b>Date of previous inspection</b> | Not applicable              |
| <b>Telephone number</b>            | 01384350591                 |

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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 that are usually their 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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