

SLEC Coppice

Coppice Farm Primary School, Laver Close, Arnold, NOTTINGHAM, NG5 7LS

Inspection date	28/01/2013
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

- Staff provide a welcoming and relaxed environment. They are good role models and provide high levels of attention which effectively promotes good behaviour. Children show kindness and consideration to each other, particularly to younger children who, therefore, build warm, trusting relationships and feel safe and secure.
- There is a strong commitment by the owners to improve the out-of-school provision. They have clear targets and action plans and there is ongoing consultation with parents and other early years providers. The skills and knowledge of the staff team are being developed.
- Partnerships with other early years settings, where children spend the majority of their time, are securely established and contribute well to helping children to settle. Relevant information relating to children's needs is shared.
- Staff have a good understanding of how children learn through play and support children well in their chosen activities.

It is not yet outstanding because

- There is scope to improve the quiet area, to make it more widely available and appealing, to support varied and imaginative experiences for children.
- Opportunities for younger children to explore toys which promote their understanding of technology are not as freely available as those to support other areas of learning. This means their awareness of ICT is not promoted as well as possible.

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 children's activities in the main indoor play areas.
- The inspector held discussions with the registered person, the manager of the provision, the other staff and the Head Teacher of the on-site school.
- The inspector looked at children's assessment records and planning documentation.
 - The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's most recent self-evaluation form and a selection of policies.
- The inspector took account of the views of parents and carers spoken to on the day and from parent feedback questionnaires.

Inspector

Janice Walker

Full Report

Information about the setting

SLEC Coppice was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates within several designated rooms

within Coppice Farm Primary School in Arnold, Nottingham. The club is owned and managed by a private company; School Lettings and Events Company (SLEC). The club serves the attached school and local area. It is accessible to all children and there is an enclosed area available for outdoor play.

There are five members of childcare staff. Of these, two hold an appropriate early years qualification at level 3 and two at level 2.

The club opens from Monday to Friday during school term times and all school holidays, except for one week at Christmas. During school term times, sessions are from 7.30am until 8.50am and 3.30pm and 6pm. During the school holidays, sessions are from 7.30am to 6pm. Children attend for a variety of sessions. There are currently eight children attending who are in the early years age group. The club supports a number of children who speak English as an additional language and 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:

- enhance the cosy area to make it more appealing to children so that they use it more to rest and relax and enjoy rich experiences with friends
- increase opportunities for the younger children to acquire basic skills in turning on and operating some ICT equipment to promote their overall learning.

Inspection judgements

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

All staff contribute to planning which is completed each day and is based on staff observations of children's interests and requests made by them. As a result, children are interested in the activities available and become deeply engrossed. Staff provide a wide range of resources which support young children's progress across all areas of learning and, in the main, these are in plentiful supply. However, there is scope to increase those which promote young children's understanding of technology, for example, radios and torches, in order to help them prepare for transitions to school. Children's communication skills are promoted well by staff who demonstrate a genuine interest in what the children have to say. They engage with children as they play, encouraging them to talk about what they are doing and how their day has been. At the construction table, children describe in

detail the complex models they design and their functions. Staff's interest and praise not only encourages their language but also boosts their self-esteem and confidence. There is an effective policy in place to support children who speak English as an additional language. Children feel that they are valued because they have many opportunities to use their own language in their play and to share it with others.

There is a designated area where there are toys specifically provided for the younger children and one child particularly enjoys this area. She is very well supported by her key worker who provides good quality support and interaction. For example, when she chooses to play with an animal shaped musical instrument, after she has had an opportunity to explore this freely, her key worker skilfully re-directs her play. Extending the use of the instrument, she encourages the child to look at the shape and to move like the depicted animal, supporting identified targets in her physical development. All staff foster children's physical skills by providing regular opportunities for outdoor play. Indoors, activities such as construction, making marks and jigsaw puzzles, provide opportunities for them to practise control and co-ordination. Younger children also develop an awareness of space as they learn to negotiate prams around obstacles.

There is a secure system in place for supporting children's continued development. Key workers undertake regular observations of what children can do and use these to monitor children's progress. This information is shared with parents and with partners where children spend most of their time, which supports a joint approach to children's learning. The manager gathers information from these other providers regarding the care and learning that children receive whilst in their care in order that the out-of-school provision complements and enhances these experiences. For example, she plans a cress growing activity to link with the reception class' current theme of 'spring'. Close relationships with parents, particularly for the children who attend pre-school, are very effective in ensuring that the provision for them is tailored to their needs. The organisation of the room has been reviewed to ensure that it is accessible to these young children and a range of new resources purchased. The setting's strong partnerships ensure that the setting caters well for children with special educational needs and/or disabilities. These well implemented practices help to ensure that children's needs are met and that they are happy and enjoy their time in the provision.

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

Staff are friendly and welcoming, greeting children with genuine warmth as they arrive from their classrooms. Children who attend the on-site pre-school are brought to the after-school club and helped to settle by their pre-school key person who strongly supports this transition. For older children, there is a smooth transition because the club manager also works in the on-site school which all children attend so there is a familiar face when they arrive. Staff support children to organise activities, designating responsibility to those who are older and more familiar with equipment, to support those who are younger and less confident. As a result, children establish positive relationships and friendships within the club. The youngest children have many opportunities to be with staff, both individually and as part of small groups and, consequently, form strong attachments. Children behave

well. They have contributed to the rules for the club, and, as a result, they develop a sense of responsibility in adhering to these. These include caring for others and older children take this on board in their interaction with younger children. For example, a group of older boys gather around a younger child who is chalking at the easel and offer effusive praise and encouragement as she makes simple marks.

Staff create a stimulating environment and children develop good independence skills as they freely move around and select what they want to play with. The careful planning and consideration by staff, regarding the use of space, results in all children accessing resources and in children demonstrating high levels of concentration in their chosen activities. This enables them to be inquisitive and active learners. For example, two boys are absorbed in designing with stickle bricks. They choose their pieces carefully to create models with complex moving parts and give careful consideration to adapting these so that their models continue to perform different functions. Whilst the organisation of space is well planned and provides children with a wide selection of play materials, the area designated for quieter activities is not presented as effectively as other areas. There is some comfortable seating but this is limited and activities within this area lack appeal. This means that children are not enticed into the area, even if they are feeling tired, and lessens opportunities for children to share experiences and chat.

Staff ensure that children remain safe whilst in the setting and support them in understanding how to ensure their own safety and that of others. For example, children understand the importance of the registration system as they arrive and comply with this routine well. The setting gives a high priority to children's good health and careful consideration is given to the arrangements for meals to ensure that children have a balanced diet and eat at suitable times. Children contribute their ideas to the menu and those attending the breakfast club enjoy cooked meals, such as, pancakes, croissants, eggs and bacon as well as cereals and toast. Children attending after school have a hearty, nutritious, cooked meal which is prepared by the on-site, experienced school cook. A bowl of fresh fruit is available for snack which children help themselves to when they want. Children's good health is promoted further through good standards of hygiene and personal hygiene routines, along with regular opportunities for fresh air and exercise outdoors in the spacious school grounds. This provides young children with firm foundations on which to develop a healthy lifestyle.

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

The owner of the club has high aspirations for quality. This is a newly registered provision and a secure evaluation process has already been established to support improvement. This includes input from the staff team, parents, children and other partners, such as the on-site school. High priority is given to managing the performance of the staff team. The owner is hands-on and present most days to provide support. He is currently working towards a recognised childcare qualification to enhance his knowledge of good childcare practices. There is a supportive programme of induction and training to ensure that staff understand their roles and responsibilities. For example, all staff have undertaken basic

training relating to safeguarding. Several staff are already working towards a higher qualification with plans in place for others to do so in the near future. This will extend the skills and knowledge of the staff team and, as a result, the quality of the provision for the children attending.

Children's learning is monitored effectively through the observation and assessment systems, along with strong partnerships with the on-site school and pre-school. The manager meets relevant staff from these settings on a regular basis to ensure that the out-of-school provision balances children's experiences with those they receive in these other settings. Partnerships with parents are good with regular sharing of information to ensure that children are happy and settled. Staff make themselves available as parents come to collect their children and share their observations of what children have been doing. This provides opportunities to share children's achievements or any concerns. Alongside these informal exchanges, there are several ways for parents to make their views known about the provision, including the formal questionnaire and freely available comments box.

Children's safety is a high priority at the after school club. Robust recruitment practices ensure there is a strong, motivated staff team who are suitable to work with children. Good practices ensure that anyone who has not been vetted, such as, young volunteers, are monitored by senior staff at all times and not left alone with children. Supported by clear procedures, and relevant training, staff have a good understanding of their responsibilities relating to child protection. Risk assessments are conducted and regularly reviewed and routine checks are undertaken. This ensures that the environment is safe prior to children's arrival. There are clear procedures relating to drop-off and collection times to ensure children have safe transitions between settings. Staff provide good levels of supervision so that children remain safe once they are in the care of staff.

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
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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.
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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

Unique reference number	EY451198
Local authority	Nottinghamshire
Inspection number	881129
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	64
Name of provider	School Lettings and Events Company Ltd
Date of previous inspection	Not applicable

Telephone number

078844656306

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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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