

Future Stars Childcare

Brackenwood Junior School, Norbury Avenue, WIRRAL, Merseyside, CH63 2HH

Inspection date	16/09/2013
Previous inspection date	12/01/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 develop warm relationships with staff. They are happy to be picked up from school and enjoy the range of activities presented to them when they arrive at the club.
- Children are provided with a wide range of resources and play opportunities which match their interests. As a result, their concentration is maintained and they make good progress in their learning.
- Children develop a good understanding of the importance of physical exercise and a healthy diet as they are encouraged to access the outdoor area and are provided with a range of healthy foods and snacks.
- Children behave well and they understand the behavioural expectations of the club as there are clear rules and boundaries in place.
- Partnerships with parents and the host school make a strong contribution to providing continuity and consistency of care for all children and their families.

It is not yet outstanding because

- The organisation of snack time does not enable early years children to help prepare the snack or pour their own drinks. As a result, this particular opportunity is not used to support children's self-help skills.

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 accompanied staff when children were collected from Brackenwood Infant School.
- The inspector observed children's activities in the main club room and the outdoor environment.
- The inspector met with the manager and discussed a range of subjects and looked at records and policies, procedures and children learning journals.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and looked at supporting documents completed by parents.

Inspector

Jeanette Brookfield

Full Report

Information about the setting

Future Stars Childcare was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is a privately owned out-of-school club that operates from specified areas at ground floor level within Brackenwood Junior School, situated in the Bebington area of the Wirral. The club serves the local area and is accessible to all children. Children have access to a secure area for outdoor play.

The club employs three members of childcare staff. All hold appropriate early years qualifications at level 3. The out-of-school club is open five days a week from 7.40am to 9am and 3.15pm to 6pm during term time and 8am to 6pm during school holidays. Children attend for a variety of sessions. There are currently six children attending who 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:

- extend children's self-help skills and independence, for example, by reviewing the organisation of snack time to enable children to help to prepare snacks and pour their own drinks.

Inspection judgements

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

Children are happy and confident individuals who arrive at the after school club with eagerness and enthusiasm. They enjoy themselves and have fun playing in a warm, inviting and welcoming learning environment. Children access a good range of interesting activities, which cover all the seven areas of learning. Staff have a secure knowledge of the Early Years Foundation Stage and how children learn. They provide activities that link closely to children's interests and preferences. This is because staff gather good information via admission forms and discussions with parents and the child on entry to the setting.

Observations, assessments, and the next steps in children's learning are clearly identified. They are used to inform the weekly planning of the club so that children make progress through their chosen play. There is a balance of adult-led and child-initiated experiences available and staff ensure children have access to both the indoor and outdoor environments each day. Children interact positively with staff who support them well as

they play. Verbal discussions between the staff and parents at handover times mean that parents are kept well informed about their children's progress. Consequently, parents know where their child is at regarding their development and how they can support them at home. Good partnerships are in place with the school, and information is shared verbally and written in a communication book. This ensures learning in the club complements children's learning at school, continuity is maintained and children's learning and development and welfare needs are addressed well.

Communication and language are supported well in the club. Throughout the session, children are encouraged to talk about and explain their ideas. An example of this is when children prepare an obstacle course on the playground; staff ask children to explain how they are going to set it out and they then decide together which rules are appropriate for the game. This means children have plenty of opportunity to develop their thinking. Children have use of a cosy book area, and staff ensure there are a range of books to support children's developing literacy skills. Expressive arts and design is well supported within the setting. Children enjoy using a range of creative materials, and opportunities for drawing and printing are readily available. There is a good range of resources for imaginative play, such as, role play and dressing up materials, to develop children's good imagination skills further.

Children are encouraged to choose whether they wish to rest or be busy, which means that they are encouraged to recognise and meet their own needs. During activities, staff make the most of opportunities to introduce learning. For example, they talk about the size and colour of resources, which helps children to compare sizes and identify colours. Children are provided with a broad range of experiences in the club to develop their physical skills. In the indoor environment, they enjoy cutting using scissors and use pens and pencils to develop early writing skills. They have opportunities to play with jigsaws and board games to develop fine motor skills. In the outdoor environment, children practise moving in different directions, make circular movements using large and small hoops and enjoy throwing, catching and kicking balls. They enjoy using the 'trim trail' equipment in the school grounds to practise balancing, climbing and jumping skills. This means that children have plenty of opportunities to develop large muscle skills.

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

Children are cheerful and confident when collected from their infant school. They are provided with fluorescent jackets and walk safely with staff to the junior school. Children demonstrate a good awareness of safety when they cross the road. They walk at all times, keep on the pavement and remain alert for any traffic. This is because staff provide very good role models and give frequent reminders to 'look left and right' and 'listen' for cars approaching. Staff support the move from the infant school to the club very well. Regular dialogue is maintained between staff and school teachers to ensure information regarding children's learning, development and welfare is shared and all children have their belongings with them. This information is effectively shared with parents when they collect their children. As a result, continuity is provided and children's all-round development is well supported.

Children settle into the club quickly as a well-established key person system enables children of all ages to form secure emotional attachments and successfully promotes their well-being and independence. For example, children are eager to state that they want to take part in activities outdoors when they arrive at the club. Parents of children that are new to the club are encouraged to bring them for a number of visits before they start, so that they can become familiar with the staff and club. This means that children's transition into the club from home or school is effectively supported.

Children's behaviour is good. This is because, staff provide clear and consistent rules and boundaries, so that children can play feeling safe and secure. Minor disagreements are handled sensitively. Children play co-operatively, take turns and share resources equally between the group. This supports their social and emotional development well. Staff help children understand how to keep themselves safe. They follow instructions and staff offer gentle reminders as they play. For example, while playing a game of football, the staff ask the children to be mindful of the younger children playing around them. Children practise the fire evacuation procedure so they understand what to do in the event of any emergency. Discussions about 'stranger danger' and road safety help them to stay safe when walking home from school.

Children sit as a group and enjoy the experience of eating their food as they chat together about their day. They learn the importance of food for their bodies and eating healthily through discussion about the different food choices that are available. Children are involved in decision making at snack times. Therefore, they feel valued and respected because their thoughts and views are important. For example, staff ask them what they would like for tea, giving them a choice of healthy snacks or fruit. However, staff prepare and serve the snack and pour drinks when children are sat at the tables. Consequently, practical routines are not always used to help promote children's self-help skills, such as, helping to prepare for snack time or pouring their own drinks.

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

The manager and staff have a secure understanding of the Statutory Framework of the Early Years Foundation Stage and how children learn best. They understand their responsibility to meet the learning and development requirements by providing good care and a range of activities that complement the children's school day. The manager works alongside her qualified staff, gaining first-hand knowledge of what is working well and identifies areas for improvement. As a result, a good balance of activities is provided that are a mix of adult-initiated and child-led. Observation and planning effectively supports children's next steps in their learning. The staff know the children well and overall meet their needs effectively in activities and their play. Information from teaching staff at Brackenwood Infant School enhances this further. Therefore, children make good progress in their chosen play.

Children are safeguarded and staff have an accurate knowledge and understanding of the child protection procedures. They are aware of the steps to follow should they have any concerns about children. Policies and procedures are all well written and well organised.

They are developed by the staff team and are known and understood by each member of staff. There is a thorough security system for entry to the club, and children are signed in and out, which means that they are kept very safe. This is enhanced by daily risk assessments as all the areas of the club are checked and hazards identified.

Staff monitor the provision as a team during regular team meetings and highlight training to enhance learning opportunities for children. They have regular supervision meetings where they discuss their strengths and how they could improve the club. Areas for development are highlighted and used to identify professional development opportunities. Documented action plans and monitoring of the effectiveness of the club are used well to identify strengths and weaknesses, and have resulted in strong relationships being formed and maintained with the school. Parents and children are encouraged to take part in the self-evaluation process through questionnaires, and a comments and suggestions book that is available each day. Any comments are taken on board by the manager and changes implemented, if needed. Comments left in the past have all been very positive about what is offered in the club.

The previous actions and recommendations from the last inspection have been implemented well. For example, a record is kept of children and staff's attendance each day which shows that adult to child ratios are consistently met. There are good recruitment procedures in place, and all staff have appropriate checks carried out. Thorough induction procedures mean that new staff are aware of their role within the club.

Relationships with parents are well established and effectively maintained, because staff understand the importance of supporting children's care and education and seeking early intervention when required. Parents spoken to on the day of the inspection describe the service provided as 'excellent' and highly praise the staff who they describe as 'always helpful and offer excellent care'. Partnerships with the school are equally well embedded and make a strong contribution to meeting individual children's needs and supporting their all-round development.

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	EY395404
Local authority	Wirral
Inspection number	821904
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	93
Name of provider	Alichia Marie Salisbury
Date of previous inspection	12/01/2010
Telephone number	07939058377

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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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