

Village Bears School Club

Church of the Ascension C E Primary School, New Street, Wall Heath, KINGSWINFORD, West Midlands, DY6 9AH

Inspection date	08/09/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff have a sound understanding of how children learn through play. They allow children to choose from wide a range of resources and activities, so that they initiate their own play and are motivated to learn.
- Staff ensure that children develop good relationships with them and their peers and are happy and settled. They create a relaxed and secure environment that actively supports children's play and learning.
- Comprehensive policies for safeguarding are fully understood and implemented by all staff. Staff are vigilant about children's safety and reinforce boundaries that keep them safe. This effectively promotes children's well-being.

It is not yet good because

- Snack time is not always planned or organised well enough to ensure that all children fully benefit from being nourished and ready to take part in activities.
- Staff sometimes miss opportunities to fully enrich children's critical thinking skills because they do not always challenge children's ideas enough to develop their sustained shared thinking.
- The strategies used to engage and share information with other settings, such as school, are not fully effective in ensuring a robust complementary approach is taken to children's learning experiences.

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 looked at a number of policies and procedures and discussed progress tracking documentation.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children and the club's self-evaluation process.
- The inspector took account of the views of parents and children spoken to on the day of the inspection.

Inspector

Rupinder Phullar

Full report

Information about the setting

Village Bears School Club opened in 1997 and re-registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the facilities at the Church of Ascension Primary School, Wall Heath, Kingswinford. The club provides places for children who attend the Church of Ascension Primary School. It runs from the main hall of the school and there is a secure, enclosed outdoor play area. There are four members of staff who work with the children. Of these, three hold an appropriate qualification at level 3 and the manager holds level 4. The club opens five days a week during term time only. Sessions are from 7.45am to 8.50am and 3pm until 6pm. There are currently 22 children on roll, five of whom are in the early years age. Children are able to attend for a variety of sessions. The club receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- make sure children are offered a balanced and nutritious snack at an appropriate time by improving the organisation of snack time, so that children are always well nourished and ready to take part in activities.

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

- maximise all opportunities to extend children's critical and creative thinking, for example, by consistently using open-ended questions to engage them in sustained conversations
- strengthen strategies to engage other providers, such as school, in order to share information about children's learning and achievements and so complement the experiences the children receive at those settings where they spend more time.

Inspection judgements

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

Staff have a sound knowledge of the how children learn. They involve the parents when their child first starts by asking them about their child's likes, preferences and what they are capable of doing. This forms the children's 'starting points' and means staff can plan for the children's interests as they start at the club. Thereafter, staff observe the children, assesses their development and identify what they need to do next. The information they

gather informs them to plan appropriate activities to support children's learning. They re-evaluate activities to ensure that the experiences children receive are engaging and meet their needs, hence supporting them in their learning. Children have their own learning journey, which parents can see on request to find out what their children have been doing at the club. In addition, parents share things children achieve at home, which the club use to further support their child's learning.

Staff are aware of how to meet the individual needs of the children in the early years age group and plan activities from the information gathered during their observations. An appropriate planning system is used with links to the Early Years Foundation Stage and incorporates the wishes of the children when planning the sessions. As a result, staff provide a range of activities to meet children's individual learning needs. A good mix of child-initiated and planned activities are provided to engage children in their learning. For example, staff provide character toys to encourage children to become creative in role play. This supports children's imaginative skills well. Staff participate in children's play and interact with them. However, staff sometimes miss opportunities to fully enrich children's critical thinking skills. This is because staff settle for the first idea and do not challenge children's ideas enough to consistently develop sustained shared thinking. Children enjoy building models with their peers. This activity helps children to play well together and recognise each other's capabilities, while developing their social skills for the future. The range of activities and games offered help the children to be active, independent learners, where they play harmoniously together sharing equipment and waiting their turn. Staff provide writing materials to encourage the children to write and draw. Children enjoy this as they write their names in cards for their parents. Staff foster children's language and literacy skills as they talk to the children and involve them in conversations. These activities ensure children have the key skills to continue to move forward in their learning at school.

Parents are provided with good opportunities to engage in the children's learning at the club. For example, parents share activities and experiences their children have enjoyed while at home. This information is very well used by staff to shape further activities and enhance children's learning. Strategies are in place to engage and share information with other settings; however, these are not fully effective. There is scope to strengthen strategies to engage other providers, such as school, to share information about children's learning and so complement the experiences they receive there.

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

Children are welcomed in club where their emotional needs are well met. Overall, staff create an environment where children develop strong friendships and demonstrate positive behaviour. Children form secure relationships with staff and demonstrate that they feel safe and secure while they are at the club. This creates emotional security for all children and helps them grow in confidence. Children arrive at the club and are familiar with the routines. For example, they ensure that they hang their coats and put their lunch boxes away. Staff acknowledge the new starters and introduce them to their peers who have been there longer. This supports children to develop friendships and helps them to settle quickly into the club, and so supports a smooth transition. During registration, staff

remind children of the club rules, such as not opening doors for anyone. As a result, children understand what is expected of them and so stay safe. This supports their well-being. Ongoing dialogue between key persons and parents ensures that children's individual needs are met. For example, children experiencing emotional upheaval are supported to develop self-confidence and emotional security by making appropriate use of praise and encouragement.

Care routines are planned and introduced into children's everyday activity. Children make choices from a range of toys and experiences and engage in self-initiated learning. Children show they are becoming independent and are able to manage their own personal hygiene, taking themselves to the toilet and routinely washing their hands afterwards. This supports children to develop skills for the future. However, some routines, such as snack time, are less well planned for. This is because staff allow children to engage in activities for too long before snack is provided. As a result, snack time is sometimes a chaotic experience when some children become hungry and display unwanted behaviour, and so do not always get enough to eat and drink.

Children are encouraged to play and actively explore the learning environment. They know how to explore safely, managing risks in their own play. Children learn about 'stranger danger' through discussions. They learn about keeping themselves safe in an emergency because they participate in regular fire drills. Children have the opportunity to play outdoors, promoting their physical well-being and exercise as they enjoy the fresh air.

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

The manager has a suitable understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. The manager and her staff have a secure understanding of safeguarding issues. They all have a good knowledge of their duty to protect children and the procedures to follow in the event of a concern about a child. The club has a range of policies and procedures to help ensure that children are well protected. Robust recruitment procedures ensure all staff's suitability is vetted. Induction and supervision procedures are used to help monitor the continued suitability of staff. Thorough risk assessments, daily visual checks and effective routines ensure children are kept safe both indoors and outdoors. Regular staff meetings and clear communication between staff result in a close and effective staff team. Consequently, children are supported well because staff generally provide the key skills children need by motivating them through the activities and experiences provided.

Since registration the manager has worked closely with the local authority to develop the quality of the provision. Regular staff meetings and staff supervision give the manager an accurate picture of staff performance and help her to identify further staff training needs. This in turn ensures that children benefit from current childcare practices and knowledgeable staff. The club establishes general links with teaching staff at the school. Staff act as a bridge between teachers and parents to provide continuity of care as they drop off and collect the children at school each day, although there is more to do to extend this work in order to better provide a more cohesive approach to the learning

experiences the children receive. The manager is aware of the need to work in partnership with others to help children who may need extra support in their learning.

Suitable self-evaluation and improvement plans are in place. The manager has a general overview of the club's strengths and areas for improvement, and shows the desire to make enhancements. She regularly seeks and acts on the views of staff and children. Parents are warmly welcomed into the club. Staff are available to discuss a child's day at the setting. Daily discussions keep parents informed about their children's care, learning and development. In discussion with parents during the inspection, comments indicate that they are satisfied with the service their children receive. They notice their children becoming more confident and full of self-esteem. Parents value the staff and find them approachable and caring.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY458035
Local authority	Dudley
Inspection number	930890
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	22
Name of provider	Village Bears Partnership
Date of previous inspection	not applicable
Telephone number	01384 279156

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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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