

# Trees Out of School Club

St. Teresas RC Primary School, Malins Road, WOLVERHAMPTON, WV4 6AW

## Inspection date

Previous inspection date

20/11/2014

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

- Children have fun and enjoy their time at the club because the staff identify their interests and use good teaching strategies to support their learning and development. Consequently, children make good progress and develop skills that support them in their ongoing learning at school.
- Good communications with parents, carers and the school ensure children's needs are identified and met. Self-evaluation systems are good and include all stakeholders, thereby ensuring children benefit from targeted improvements.
- Staff are warm and caring, which fosters children's close attachments. Staff are positive role models and use praise throughout the session which fosters children's good behaviour.
- Effective management procedures include regular coaching, support and monitoring of staff performance. As a result, staff are confident in their ability to support the children in their care. All staff follow the policies and procedures of the club to ensure children are safeguarded at all times.

### It is not yet outstanding because

- The staff do not always maximise all opportunities to support children's independent play. Not all resources are accessible and children do not always know what is available.
- The staff do not always implement the highest level of hygiene by ensuring all younger children follow hand washing procedures.

## 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 range of documents, including attendance registers, risk assessments, self-evaluation records, the provider's improvement plan and evidence of suitability and qualifications.
- The inspector observed activities in the indoor play areas and checked other indoor and outdoor areas used by the children.
- The inspector conducted a joint observation with the manager, held meetings with the manager and talked to the staff at various times throughout the inspection.
- The inspector took account of the views of children and parents spoken to on the day and acknowledged a range of recorded statements.

## Inspector

Mary Henderson

## Full report

### Information about the setting

Trees Out of School Club was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is situated within St.Teresa's Roman Catholic Primary School, in Wolverhampton. The club is accessible to all children. There is an enclosed area available for outdoor play. The club employs three members of child care staff. Of these, two hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualification at level 2. The club opens Monday to Friday term time only. Sessions are from 7.30am until 9am and 3.30pm until 6pm. Children attend for a variety of sessions. There are currently 23 children attending, one of whom is 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:

- enhance children's self-initiated learning by extending their ability to make a choice about what activities to engage in through a range of strategies, such as providing a pictorial catalogue of the resources on offer
- maximise the already good levels of hygiene by encouraging younger children to consistently wash their hands before snack-time, so that they are given clear messages about personal hygiene practices.

## Inspection judgements

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

Teaching is good because the manager and the staff have a strong understanding of the Early Years Foundation Stage learning and development requirements. The manager works within the reception class at the host school and, thereby, ensures children's interests and themes from school are reflected within the club. As a result, children build on the skills they are developing in school, which helps them to continually progress in their learning and development. Children participate in a range of interesting activities, and the skilful interaction of staff helps to promote all areas of their learning. For example, during bingo games, staff join in, ask open-ended questions to extend children's thinking and support children to play fairly helping them to build positive relationships. Additionally, children identify numbers on the bingo balls and check their own bingo cards, waiting excitedly for the final numbers to come up. This helps children to concentrate on their mathematical understanding and supports their personal, social and emotional development as they show good levels of patience and consideration for others.

Children explore their imagination and develop their physical dexterity. For instance, they

use pencils and crayons to colour in pictures of their favourite characters. They creatively use pink to colour in the hair, and rainbow colours for the character's dress. Other children like to explore a range of suitable computer games on the laptops. Here, they ask for help from their peers who are only too keen to support them in their quest to figure out the rules of the various games. This helps children to develop friendships and fosters their interest in information communication and technology very well. Additionally, children's communication, language, literacy and mathematical learning are supported as children follow the instructions. Children develop a team spirit as they enjoy using the air hockey and table-top football games. They also enjoy quiet times as they watch suitable films during cinema sessions on the large screen in the hall, eating popcorn to add to the atmosphere.

Outdoors, children run around and use a range of small and large balls to practice their skills in kicking, throwing and catching. This helps children to develop their physical movement skills. There is a range of resources and toys, which are kept in various cupboards and boxes in various areas within club. However, as these are not available in one main area, younger children are not always aware of all the options available and, therefore, do not make fully informed choices about what to play with. Consequently, younger children's independence is not fully maximised by the staff during child-initiated play times. There is a good key-person system in place. This allows for good relationship building with parents and their children. Parents make positive comments about the manager, staff and the broad range of activities available to the children each day.

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

The manager and the staff are friendly, warm and approachable, building positive relationships with children and their parents. As a result, children demonstrate close emotional attachments and develop resilience. Children show good levels of self-esteem within the club environment. They are self-assured, ask questions, communicate their needs and wishes, and show they are relaxed and well-settled. All of this, in addition to praise throughout the session, supports children's good management of their own behaviour. The manager and the key persons effectively work together with parents and carers to support younger children's move into the club. This helps to ensure that the transition is smooth and children settle quickly.

Children learn about the benefits of being physically active as they enjoy playing out of doors. They take appropriate risks in their play and use a range of large and small equipment. Additionally, during poor weather, or the darker winter evenings, the children are encouraged to be physically active using the school hall equipment under close supervision of the staff. There are good levels of hygiene because areas are clean and well-maintained. Additionally, the children wash their hands after using the toilet. However, some of the younger children forget to wash their hands before snack-time. As a result, children's learning about the importance of good hygiene is not fully maximised by all staff, at all times. Children talk about healthy eating as they lay the table and enjoy a range of fruit with their friends and the staff. They learn about personal safety because the staff talk to them about road safety, and ensure they are fully included in the regular evacuation procedures of the club.

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

The club is led by an enthusiastic manager who is fully committed to providing good quality care and learning opportunities for all children. The manager and his staff hold suitable early years qualifications, which helps to foster children's learning and development very well. They fully understand the Early Years Foundation Stage safeguarding and welfare requirements. For example, they all attend safeguarding training and know what to do and who to contact should there be a concern about any child in their care. Additionally, good policies and procedures, including robust recruitment and suitability checks of all staff who work with children, ensures children safety is prioritised. Furthermore, staff check all areas of the building before the children arrive at the club, to ensure any hazards are identified and removed.

The manager monitors staff practice and the provision for children's learning and development. He ensures the staff receive good coaching and training to improve their skills over time. The manager, staff, parents and their children are all included in the self-evaluation procedure and all targets for further improvement benefit the children. This, and daily feedback, helps to enhance the already positive relationships with the parents. Links with the school are strong because the staff pass on all information to parents about their child's day and time in the club. This enables parents to continue to support their child's learning in the home environment. As a result, children's needs are identified and effectively met.

### **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

<b>Unique reference number</b>	EY462178
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	951038
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	16
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Paul Fellender
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01902558862

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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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