



# Learning Ladder Out of School Club

Inspection report for early years provision

<b>Unique Reference Number</b>	EY321441
<b>Inspection date</b>	16 November 2006
<b>Inspector</b>	Judith Rayner
<b>Setting Address</b>	Wynndale Primary School, Wynndale Drive, Mansfield, Nottinghamshire, NG18 3NY
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<b>Registered person</b>	Learning Ladder Childcare Ltd.
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Learning Ladder Out of School Club opened in 2006. It operates from the Foundation Stage unit at Wynndale Primary School, Mansfield, north Nottinghamshire. Children have access to toilet facilities with the unit. There is a fully enclosed outdoor area. The setting serves the local and wider community. A maximum of 24 children, from four to 11 years old, may attend the club at any one time. The club is open each weekday from 15:30 to 18:00 during term-time. A school holiday scheme runs from 08:00 to 18:00. There are 30 children on roll. The club employs three staff to work directly with the children at each session. The supervisors hold appropriate early years qualifications. The club receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Good standards of hygiene and the prevention of the spread of infection promote children's good health. Staff effectively follow clear policies and procedures and present themselves as good role models for children. Children wash their hands after using the toilet and before eating. They understand why this is important and how it prevents microscopic germs from spreading that could potentially make them ill. Accidents and the care of sick children are dealt with sensitively and quickly, thus meeting the immediate needs and welfare of the child. Appropriate records are undertaken and shared with parents.

Nutritious and adequate food and drink is provided for children. Children's independence skills are developing well because they freely access drinks and spread butter and jam on their toast. Staff have a good understanding of children's dietary and religious requirements, likes and dislikes and meet these appropriately to promote children's health, growth and development. Children are knowledgeable on what food is healthy. For example, they know that fruit and vegetables are good for them and that too much chocolate is not.

Children understand the benefits of being outside in the fresh air. They know that exercising and running around outside helps their heart to work and it makes them more healthy. They enjoy this time and staff ensure that outdoor play is planned for within every session.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The environment where children are cared for is warm and welcoming. Children move around the furniture freely and easily whilst accessing a good range of toys and activities. This is because the staff organise space, resources and equipment well which promotes children's development. Children enjoy their time both indoors and outside.

Children have access to a good range of safe and well maintained furniture, equipment and toys that meets their varying needs. Activities are attractively presented and inviting to children. They are engaged in the play and do not get bored. Children are learning to take responsibility for looking after the toys. They tidy away one toy before choosing another to play with.

Positive steps are taken to promote safety within the setting. Staff effectively follow health and safety policies and procedures. Risk assessments are undertaken to minimise dangerous situations to children. For example, staff closely monitor who has access to and from the building and systems are in place to ensure children cannot leave the premises unsupervised. Children are supervised according to their age and ability. Consequently, children are protected from hazards and cared for in a safe and secure environment.

Staff have a good understanding of their roles and responsibilities in protecting children. They are aware of the procedures they must follow if they have any concerns about the welfare of a child. Not all staff have a sound knowledge of the types, signs and symptoms of child abuse.

Children's safety may be compromised. Children are sufficiently safeguarded in the care of staff.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children really enjoy their time at the setting. They enthusiastically arrive and immediately settle into their play. Children's confidence and self-esteem is good. They approach adults for help and ask questions. Staff respond positively valuing what children ask and request. Play is planned effectively taking into account the individual needs of the children. Their care, learning and play is promoted well because staff have a good understanding of how children learn through play and approach supporting children in a sensitive and appropriate way. For example, a child asks for help when building a crane with construction material and staff support and explain to the child how best to approach it by pushing the blocks together. The child attempted this independently and finished making the crane. Staff gave praise to the child on their achievement.

Children have formed very good relationships with their peers and adults. They enjoy the company of their friends striking up fun conversations during snack time and share home experiences with the staff. Children know what they like to play with and have often choose their favourite toys and games. For example, one child said they liked playing with the train tacks and computer games. All children thoroughly enjoy and play cooperatively outside during the 'Tiggy build up' game. Staff ensure children develop their interests and build upon experiences and learning from school. For example, they use their imagination when recreating barrage balloons and telegraph poles from construction material relating to the second world war discussed in a school lesson.

### **Helping children make a positive contribution**

The provision is good.

Children are respected as individuals. Staff promote a positive environment where children learn about different religions and cultures. For example, children play with different musical instruments such as 'Bongo drums'. However, access to a more varied range of toys and resources is sometimes restricted as these are not always available during the play sessions. Therefore, children have less opportunities to learn about the world around them and the people in it. Children are learning about national events such as 'Children in Need'. They understand why events take place and the reason why money is raised.

There are good systems in place to meet the individual needs of all children, including those with learning difficulties and disabilities. Individual play plans are set up for children who require extra support. This is achieved effectively because staff work sensitively with parents to identify the needs of children and are patient and skilled in delivering such practice.

The behaviour of children is very good. They have a good understanding of the boundaries and expectations of the setting. Children are respectful to their peers and adults. For example, they use words such as 'excuse me' to gain an adults attention and wait to take turns in sharing

ideas about healthy eating. Children have formed good relationships with both adults and peers. They play happily with their friends and with adults.

The relationship between staff and parents is good. Children's individual needs are being met well. This is because staff have a good understanding of the importance of sharing information with parents and carers. Discussions are held at the end of the session and written information is also provided to support this further.

### **Organisation**

The organisation is good.

There are good systems in place to ensure that children's welfare is met effectively. Staff are employed who are suitably qualified and experienced. Children are protected because, staff follow appropriate procedures to ensure that no children are left alone with unvetted adults. The provider has good systems in place to identify staff training needs and encourages all staff to undertake training to increase their skills and knowledge in child care.

Children are familiar with the routine of the setting. They settle well and confidently engage in the activities presented. This is because staff organise the activities and resources well and deploy themselves effectively around the room ensuring that children are supported. Staffing levels are maintained well to ensure that adult to child ratios meet required standards.

There are clearly written policies and procedures that underpin the successful management of the setting. Effective systems to record all the required information is in place. These are stored securely and ensure that confidentiality is maintained. Overall the provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve further staff knowledge on child protection
- improve further the accessibility of resources that reflect today's society.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)