

# Latchkey Out of School Club

Inspection report for early years provision

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**Unique reference number** 255169  
**Inspection date** 16/06/2009  
**Inspector** Jennifer Turner

**Setting address** Sundial Lane, Great Barr, Birmingham, West Midlands, B43 6PD  
**Telephone number** 0121 358 5337  
**Email**  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Latchkey Out of School Club registered in 1997 and operates from four rooms in a church hall in the Great Barr area of Birmingham. It is privately owned. Children have access to an enclosed outside play area. The club provides care for 46 children aged three years to under eight years. Older children up to 11 years also attend. There are currently 45 children on the register of whom six are within the early years age range.

The club is opened each weekday and runs from 07:30 to 08:35 and 15:30 until 18:00, term time only. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are four members of staff employed on a part-time basis. Two of the staff hold early years qualifications up to Level 3 and two are working towards a Level 3 qualification. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children have opportunities to engage in a variety of age appropriate activities and games that are enjoyed in a relaxed atmosphere following the rigours of the school day. Staff offer a welcoming and inclusive provision where children are valued as individuals and their welfare is promoted. Planning and assessments for the Early Years Foundation Stage are being developed although they lack some detail. The recommendation raised at the last inspection has been implemented demonstrating the provision's capacity to improve, although systems for self-evaluation are not yet fully implemented.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop planning to ensure that all areas of learning and development are covered over time
- develop the observation and assessment systems to enable information about children's development to be used to inform planning for their next steps.

## The leadership and management of the early years provision

The staff team are enthusiastic in their delivery of a provision which effectively meets the needs of the children in a relaxing and socialising after-school club. Children are well-protected because staff have a sound understanding of child protection issues and are fully aware of the Local Safeguarding Children Board procedures. Systems for the recruitment, vetting and induction of staff are effective in ensuring that children are cared for by suitably qualified and experienced staff. The staff have established positive relationships with parents as

they share daily information with them about the children's activities. This results in the children's enthusiasm and interest in all activities that they are often reluctant to leave when their parents arrive. The manager is committed to improving her knowledge base and that of her staff. Staff are encouraged to attend further training to enhance their knowledge.

Staff follows effective procedures and practices which meet the children's physical and health needs. They adopt good hygiene practices to prevent the spread of infection through maintaining the cleanliness of the areas used by the children. The good adult support and guidance helps children gain an understanding of their personal hygiene through washing their hands prior to eating their snacks and after toileting. All the required formats for recording accidents and administering medication are in place along with an appropriately stocked first aid box. Therefore, children's welfare is promoted well.

Parents receive detailed information about the setting through the freely available policies and procedures and through verbal daily discussions with staff regarding activities, learning and development. The planning of activities is basic and does not yet fully ensure that all areas of learning are covered over a period of time. Staff are beginning to conduct observations on the children in the Early Years Foundation Stage. However, this format has not yet been evaluated to ensure that the information is used to effectively plan for the next steps in individual children's progress.

## **The quality and standards of the early years provision**

Children are happy, settled and enjoy attending the setting, with some displaying disappointment when parents arrive early to collect them. They look forward to meeting up with friends from other schools and develop friendships, working together as a team when organising games of dodgeball, parachutes or challenging each other on the video game consoles. The free use of the outdoor play area enables children to develop their physical skills and let off steam after the rigours of the school day as they make sand castles or use the slide. Opportunities are available for other children who may wish to sit quietly and unwind, settling to attempting intricate games, watching their favourite tapes from a popular children's TV series or playing group bingo.

Children enjoy being creative and spend their time creating dances and showing off the talents in performances to present to the group. Children love to dress up in the wide range of costumes available to them, pretending they are going out to parties and putting a fur scarf on the inspector, including her in their play. Children learn to keep themselves safe through planned activities and staff discussions. For example, children learn road safety rules as they walk everyday from school to the club. They understand what action to take in an emergency as they regularly practise fire drills with the staff. Children wash their hands before they have snacks and understand the importance of good personal hygiene. Children have a good rapport with staff as they feel comfortable approaching staff for help. Staff play games with children and help with their homework if requested by parents.

Children behave very well in the calm and friendly atmosphere in this setting, responding to gentle reminders from staff about good manners and considering the needs of others in their play and socialisation. The setting's very inclusive approach ensures that all children are welcomed and make good progress. Staff work with parents and other agencies to ensure any child with a learning difficulty and/or disability is supported and receives the support they need. Children learn about the diversity of their multi-cultural community as staff encourage them to understand cultures and values which are different, such as when exploring the celebration of Diwali, Christmas, Chinese New Year and other festivals throughout the year.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met