

# Breakfast & After School Club At Someries

Inspection report for early years provision

---

<b>Unique reference number</b>	EY367998
<b>Inspection date</b>	23/02/2009
<b>Inspector</b>	Lynne Kathleen Talbot
<b>Setting address</b>	Someries Infant School, Wigmore Lane, LUTON, LU2 8AH
<b>Telephone number</b>	01582414545
<b>Email</b>	
<b>Type of setting</b>	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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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

Someries After School and Breakfast Club registered in July 2008. The provision a portable unit set in the grounds of Someries Infant School in Luton, Bedfordshire. The building is accessed by a ramp. Children have access to the fully enclosed outdoor play area.

The setting is open each weekday during term time from 07.50 to 08.50, and from 15.15 to 18.00. A maximum of 30 children may attend the provision at any one time. The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare register. There are currently 35 children on roll, 15 of whom are within the Early Years Foundation Stage (EYFS). Children attending are members at Someries Infant or Junior School, 15 children attend another setting; the foundation classes in the Infant School. The setting supports children with learning difficulties and/or disabilities and may support children for whom English is an additional language.

There are seven staff members. Of these, four hold relevant childcare qualifications and two are completing training to achieve relevant qualification.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Planning for activities is appropriate and generally promotes children's welfare, learning and development in line with the principles, practice and requirements of the EYFS. Staff create a welcoming environment following clear risk assessments to make sure that children are safe and developing, and maintain robust safeguarding procedures. They build secure relationships with children and parents addressing issues of inclusion, and maintain a relationship with other settings that children attend. Procedures for self-evaluation are basic but general procedures result in a service that is responsive to the needs of its users.

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

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

- carry out regular fire drills and record any problems encountered and how they were resolved in a fire log book
- develop staff's knowledge of the Early Years Foundation Stage and make regular observations of children's spontaneous play to further the understanding of their development and interests
- develop the procedures for evaluating daily practice.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure written consent is requested, at the time of admission, to the seeking of emergency medical

13/03/2009

advice or treatment in the future (Safeguarding and promoting children's welfare).

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

Clear policies and procedures ensure that all children's needs are met. Staff use daily routines to check that hazards are minimised and that children may be largely independent. For example, the group make use of free movement between indoors and outside, monitoring numbers in each area, but children know that they must not operate the security release systems on the interior door alone. This means that security is always strictly adhered to. Staff review and update training such as food hygiene and safeguarding; this ensures continued development. However, staff do not have a firm understanding of the EYFS which means they are unable to fully review the provision to ensure it meets the requirements of the Statutory Framework.

The provision maintains close liaison between the manager, committee and the schools served. Clear recruitment processes ensure that committed and trained staff are employed. However, self-evaluation processes are in the early stages and are not yet evaluating the extent of the provision and its impact on the children attending. The staff carry out risk assessments within the premises and for each outing undertaken. Robust safeguarding procedures are consistently reviewed ensuring that children are safeguarded at all times. However, evacuation procedures have not been practised and there is no parental permission for seeking emergency medical advice or treatment meaning children's well-being is not fully assured.

The provision works well with parents offering flexible hours of care at both the beginning and end of the day to meet family needs. There is an informal exchange of information to promote the consistency of care. Systems to support children's attendance at other settings are enhanced by the staff who work both at the provision and within the schools for which the group operates. The provision is proactive in supporting every child and work closely with other professionals where needed. They address issues of inclusion, including dietary need, sensitively to ensure children's needs are always fulfilled.

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

Children are offered a range of activities and suitable resources that enable them to continue making progress. Resources are not yet extensive but largely support children's choice engaging them in new opportunities. For example, they show great enjoyment as they engage in 'marble-painting', rolling marbles within trays to make colourful pictures. Children experiment with this activity and later explore colour-mixing with primary colours on paper of different colours and texture to view the results. Children are competent at sharing and arranging games between them with very little intervention needed by staff showing the developing social skills of the children. For instance, when playing with a role-play castle and figures,

they remain interested for long periods taking both lead roles and following each others direction to the satisfaction of all playing.

Staff support children well knowing when to step in and suggest new activities and when to allow children freedom to create their own activities. Children enjoy engaging staff in conversation talking about things that occurred during their day that concerned them and settling them in their own minds. This demonstrates the level of self-esteem promoted by staff for children within the group. However, staff are not yet using the EYFS Statutory Framework and guidance to make regular observations of children's spontaneous play. This means they may fail to capitalize on opportunities to offer planned activities to foster children's development using their current interests.

Children use their emerging skills in language and literacy as they use word-searches from popular fiction books, crosswords and mazes. They show creativity as they sketch each other and staff developing confidence and self-esteem showing each other their drawings. They spontaneously become involved in compiling their 'family tree' and seek assistance from staff to help them as they consider relationships and their families. Children seek staff involvement in their play and, when staff are briefly occupied, begin using clocks to estimate time and understand the concept of five or ten minutes.

Children gain an appreciation of personal safety as they discuss the 'rules' of the setting with regard to door security and general well-being. An evacuation plan is in place however, children have not yet carried this out which means they are not able to fully learn about personal safety within a variety of settings. Children gain a sense of personal health through physical activities as they are encouraged to use the outdoor area each day. They eagerly help themselves to snacks and enjoy fruit each day as the setting and school are part of a healthy food scheme. They enjoy a range of meals for tea including pasta bolognese, soups and cheese on toast. The setting offers alternatives where required ensuring that every child is fully included.

## 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>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
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?	3
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>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

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.