

Edisford After School Club

Inspection report for early years provision

Unique reference number EY235783
Inspection date 10/10/2008
Inspector Tara Street

Setting address Edisford CP School, Edisford Road, Clitheroe, Lancashire,
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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 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

Edisford After School Club was registered in 2002 and is run by a committee. It is situated within Edisford Primary School in Clitheroe, Lancashire. There are no issues which may hinder access to the premises. A maximum of 30 children aged three to eight years may attend the setting at any one time. The club also offers care to children aged over eight years to 11 years. Sessions are from 07.30 to 08.55 and from 15.20 to 18.00 each Monday to Friday during term time only. The club also offers a school holiday facility.

There are currently four children attending who are within the Early Years Foundation Stage (EYFS). The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. The provision is registered by Ofsted on the compulsory and voluntary childcare register.

There are three members of staff, including the manager, who manages the early years provision. All staff members hold appropriate early years qualifications. There are procedures in place to ensure adult:child ratios are met in cases of illness through a bank of qualified staff.

Overall effectiveness of the early years provision

The club routinely meets the needs of all children through recognising their uniqueness to provide an inclusive, welcoming and caring service. Children make very good progress in their learning and development. They enjoy their time in the club and are eager to be involved in the choice of interesting play activities on offer. Those in charge, work in close partnership with parents and other early year's professionals to ensure that children's learning and welfare needs are met. The club uses self-evaluation and review procedures very well to ensure their service is continually improving. Plans for the future are well targeted to bring about further improvement to the provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure records of staff suitability include the unique reference numbers of CRB disclosures obtained and the date on which they were obtained
- ensure parental signatures are consistently gained on accident records to show that parents have been informed of any injuries sustained and treatment given
- further develop children's use of information and communication technology by ensuring battery operated resources are in good working order.

The leadership and management of the early years provision

The club's self-evaluation gives the manager a very good understanding of the strengths and areas for development of the early years provision. Detailed action plans outline areas for improvement. For example, further development of the outside play area to include a sensory garden and the purchase of child-friendly storage units to allow children to freely access more resources. Improvements made to date have had a positive impact on the overall quality of the early years provision and the outcomes for children. For example, the introduction of more books which depict positive images of other cultures, and the implementation of a 'children's survey' to ensure children's comments and ideas are gathered. Future plans are well targeted to bring about further improvement to the provision. The recommendation made at the last inspection has been fully implemented and demonstrate the club's commitment to improving its service to all children.

Most records required for safe and efficient management of the provision are well maintained, including clear daily risk assessments. However, parental signatures are not consistently gained on accident records to show parents have been informed of any injuries sustained and the treatment given to children. Records of staff suitability do not include the unique reference numbers of CRB disclosures obtained and the date on which they were obtained. However, staff protect children from harm as they clearly understand their role in child protection and are able to put appropriate procedures into practice when necessary. Adults work closely in partnership with parents and others to safeguard children and to promote their care and education. Families are provided with good quality information about the club. Detailed planning is clearly displayed and assessment records are accessible to parents outlining children's progress and identifying next steps in their learning. This enables parents to support their children's learning at home. They also have the opportunity to comment on the club and suggest improvements by completing a yearly questionnaire. Links with other professionals providing for children in the Early Years Foundation Stage are appropriately formed to ensure continuity of care and learning.

The quality and standards of the early years provision

Good quality individualised planning ensures that each child receives an enjoyable and challenging experience across the areas of learning. The learning environment effectively supports children's progress towards the early learning goals. Furniture and resources are well organised to help create an accessible and stimulating environment. Staff are very well deployed to support children's care, learning and play. Daily routines have been carefully considered to make best use of space. Children experience a very good range of regular activities both inside and outside which develops their co-ordination and balance skills. They eagerly participate in relay games, negotiate obstacle courses and confidently use balls, bean bags, hoops, cones and hurdles. Craft and malleable activities are provided daily. For example, children explore their senses when making collages from natural materials and enjoy working in groups to make a large robot out of boxes. They confidently use scissors, glue sticks and a variety of textured papers and pens to create 3D pictures. This develops their pencil control and hand to eye co-ordination skills. Games and activities are used suitably to promote early mathematical skills. For

example, children are encouraged to sort and match different shaped and sized pieces of construction materials and confidently use number during board games. Their knowledge and understanding of the world around them is effectively promoted through daily resources and their involvement in a wide range of activities which look at different celebrations and cultures from around the world. Children's information and communication technology skills are generally promoted as they experience a suitable range of opportunities to access a television, CD player and games console. However, some opportunities for children to explore technology are limited due to battery operated resources not being in good working order. Staff have a very good knowledge of the Early Years Foundation Stage. They are actively engaged in children's play and are skilled in supporting and extending children's learning through using effective questioning techniques. This encourages children to think critically and make connections in their learning. Observations and assessment systems are effective and used well to ensure that children achieve as much as they can in relation to their starting points and capabilities.

Staff work closely with children to help them understand the importance of healthy practices and explain the need for routines. For example, children understand why they must wash their hands before snack and after messy activities. A varied and nutritious menu encourages children to make healthy choices about what they eat. Staff are good role models with a consistent, positive approach. As a result, children appropriately manage their own behaviour, for example, helping to sweep the floor and wipe tables down and patiently take turns to use the glass paints. Children are encouraged to learn about keeping themselves safe because the staff explain to them about hazards, such as running indoors, and the consequences.

Annex A: record of inspection judgements

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

Overall effectiveness

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

Leadership and management

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

Quality and standards

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

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

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 or the last inspection. 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.

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