

The Willows Before And After School Club

Inspection report for early years provision

Unique reference number	EY358521
Inspection date	09/10/2008
Inspector	Peter Allen
Setting address	Hopwood CP School, Magdala Street, Heywood, Lancashire, OL10 2HN
Telephone number	01706 654 085
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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

The Willows Before and After School Club was registered in the summer of 2007. It is based at the Hopwood Community Primary School, Heywood near Rochdale and care is offered to children who attend the school. It operates from a prefabricated building with two rooms and makes use of an enclosed outdoor space. The provision is operated by a private company and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children attend for all or some sessions with a maximum of 24 children. At the time of the inspection there were three Early Years Foundation Stage children with two in attendance. Three staff, appropriately qualified, work with the children.

Overall effectiveness of the early years provision

Children in the Early Years Foundation Stage (EYFS) make satisfactory progress in their learning and development with the best progress being in their personal, social and emotional development. The setting is supportive of every individual child. However, staff knowledge of what should be provided for children in the EYFS is limited and so few specific activities are planned for this age group. Children's welfare is well promoted so that each child is safe, secure and valued. Staff work in consultation with parents to ensure that children's welfare needs are met. Staff have a satisfactory understanding of the strengths and weaknesses of the setting but they do not check and review provision and plan for improvement in a systematic way or formally record risk assessments. The setting has a satisfactory capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that staff extend their knowledge of the Early Years Foundation Stage
- plan more learning opportunities specifically for children in the Early Years Foundation Stage
- check and review provision and plan for improvement in a systematic way.

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

- develop a record of risk assessment.

20/11/2008

The leadership and management of the early years provision

The club is well-organised and runs smoothly and so children behave and cooperate well. Each child is valued equally. There is a common sense of purpose between the adults who are appropriately qualified. They have good supportive relationships with the children who enjoy being at the club. Although all children

are included in the activities on offer, the needs of the youngest children are not always considered sufficiently, for example, in their imaginative and outdoor play. All records and procedures required for the management of the Early Years Foundation Stage are in place, however, risk assessments are not formally recorded.

Most planning is done informally, with little recording of plans. A review of the work of the club and the activities offered and their outcomes are considered informally. However, although staff are committed to making things better, plans for improvement are not always clearly formed. On balance, therefore, the capacity for improvement is satisfactory.

Parents and carers are made to feel welcome and they value the club. They receive good information at the end of the day about their children's care, but little about their learning. There are plans to further develop dialogue with reception staff at the school.

The adults show a high level of commitment to care to ensure that children are helped to stay safe. Arrangements for safeguarding children are carefully managed and well understood. The environment in which children are cared for and educated is safe. Children are taught to be safety conscious without being fearful.

The quality and standards of the early years provision

Apart from the main daily activity, much of the planning is unwritten and there is much free choice. Much of the activity is geared towards the older children in the club. Although there is sometimes purposeful play and exploration indoors and outdoors, such as when children role play in the 'Travel Agents', there are not always sufficient opportunities for the young children to be active learners. There is little planning for individuals to ensure valuable experiences across the areas of learning. The main reason for this is that staff are currently insufficiently knowledgeable about the expectations within the Early Years Foundation Stage. Although staff gain some useful insights into the learning and progress of the children, most observations and assessments are informal and unstructured and are not used to plan the next steps in children's learning.

The involvement of the parents and carers has a positive impact mainly on the children's personal, social and emotional development. The children enjoy being with their older friends who are very supportive, acting as good role models. This has a positive impact on the children's personal development.

The welfare of the children in the Early Years Foundation Stage is well promoted with effective steps taken by the staff to safeguard and promote their good health and well-being. The adults are effective in teaching children about keeping safe, such as when the children were given good advice on using scissors in their collage work. Children are helped to develop the behaviour of good learners.

In addition to teaching children about safety, adults help them to be active and understand the benefits of exercise. In the daily snack time, children are helped to

make healthy choices about what they eat and drink. Adults are skilled at helping the children to enjoy their learning and, during their time at the club, they make satisfactory progress towards the early learning goals. Children like to join in and they make friends and respect each other. Children have few opportunities to make choices and decisions. Adults help children to make satisfactory progress in communicating and using their literacy, numeracy and computing skills during their time at the Before and After School Club.

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?	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Satisfactory
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?	Satisfactory
How well are children helped to enjoy and achieve?	Satisfactory
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

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.