

The Whartons After School Club

Inspection report for early years provision

Unique reference number EY353084
Inspection date 19/11/2008
Inspector Carmen Markham

Setting address The Whartons Primary School, The Whartons, OTLEY, West Yorkshire, LS21 2BS

Telephone number 01943 465018

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 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 Whartons After School Club opened in 2007. It is situated within The Whartons Primary School, in Otley, a suburb of Leeds. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It operates from a number of areas in the school. A maximum of 24 children may attend the club at any one time. The club is open from 15.15 to 18.00, Monday to Friday, term time only. All children have access to an enclosed outdoor play area.

There are currently 72 children aged from four to eight years old on roll. Of these 13 children are four years of age. The setting offers care, after school, to children attending the Whartons School, although the club will collect from other schools in the locality if required.

The setting employs two staff, both of whom hold an early years qualification and attend regular training. An additional member of staff works in the setting on days when the number of children attending the setting is higher than usual.

Overall effectiveness of the early years provision

This is a good provision for children in the Early Years Foundation Stage. The quality of learning and personal development is outstanding. Children really enjoy their time in this setting with some asking to attend even when they do not require after school care. Relationships are very good and children are well cared for, although the absence of a secure gate in the outside play area is a hazard. The club is well led and managed and is currently developing its provision effectively by using self evaluation to meet new regulations. However, it is too early for all these new requirements to be fully implemented and the role of a key worker to work with each child and their family is still in a very early stage of development. Good progress has been made since the last inspection.

What steps need to be taken to improve provision further?

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

- replace the missing gate in the outside play area so that the area is fully enclosed and secure
- develop the role of the key person to ensure that all the children's individual needs are fully met and that parents understand the role of the key person so that they can work closely with them.

The leadership and management of the early years provision

The leadership and management of this provision is good. It is strengthened by strong links with the mainstream school that it serves. This ensures that there is

continuity of care between the two provisions. Staff are well qualified and undertake regular additional training, sharing high expectations and expertise. The provision leader has a strong vision for children in this setting and this is shared very effectively with staff and parents. Together they strive for a happy and harmonious provision where children are independent and enjoy meeting and playing with older children.

There is a very strong focus on the development of independence and the learning of new skills through creative and physical learning. The recent introduction of the new Early Years Foundation Stage curriculum has been embraced by the staff and has enabled them to observe children's progress and to evaluate the club's effectiveness. This evaluation is accurate and honest; it also reflects the desire of the team to do the best for the children in their care.

All safeguarding and childcare procedures meet requirements. Children are well cared for, although there has been insufficient urgency in securing the boundaries of the outside play area.

The quality and standards of the early years provision

Children make good progress in this early years provision because staff provide a rich, creative environment for them to enjoy. Good, well planned resources and additional, qualified volunteer staff enhance the provision. These ensure that children are interested, active and productive throughout the session. Even so, the role of the key worker to ensure that all the children's individual needs are fully met is not yet fully developed.

Children are confident, behave very well and are kind and considerate of each other at all times. They are involved in choosing activities and are independent in accessing materials and resources. Staff support children well in teaching new skills like sewing and cutting. They talk to the children and use good questioning skills to develop good speaking and listening. Children also enjoy writing lists of things they need and want to do. They are beginning to understand how to plan for future activities. There are good opportunities for role play, use of computers and physical development. Staff observe and record children's progress against the early years curriculum and share outcomes with parents and the main school.

Effective daily routines and good staff explanations promote children's understanding of health, safety and personal hygiene. Children have access to healthy snacks and drinks and they choose when they have them during the session. Staff create a safe and happy environment where a good child protection policy is implemented and risk assessments undertaken. The accommodation is well organised and is sufficient for the provision. It includes a quiet area where children can relax, talk or read books. Children make good use of this facility.

Children have good opportunities to contribute to the community of the after school club. They draw up rules for the club and are involved in planning sessions and activities. They are able to discuss their ideas and take a vote and know that they need to abide by the wishes of the majority in this situation. Their voice is

heard and valued in the running of the club.

Children are also aware that other people have different beliefs and ideas that need to be respected. They have a good understanding of right and wrong. Children have opportunities to fundraise for events like Children in Need and to plan for future activities, so contributing to their future economic well being.

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

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

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
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

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.

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.