

Whittington After School Club

Inspection report for early years provision

Unique reference number

EY257111

Inspection date

26/11/2008

Inspector

Glynn Storer

Setting address

New Whittington Primary School, Handley Road,
Chesterfield, Derbyshire, S43 2EP

Telephone number

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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

Whittington After School Club opened in 2004. It operates from a room in the grounds of the primary school in the village of New Whittington, Derbyshire. The out of school club serves the local area and surrounding villages. The setting opens five days a week. Sessions are from 15:00 to 18:00 during school term time and 08:30 to 17:30 during school holidays. There are currently 29 children aged from four to 11 years on roll. The setting supports children with learning difficulties and/or disabilities and provides ready access for children or parents with disabilities.

The club employs one part-time and five full-time members of staff who work with the children. All of the staff hold early years qualifications. Half of the staff have gained the higher Level 3 child care qualifications and all others are qualified at Level 2. The setting receives support from Derbyshire Local Authority and is a member of 4Children. The out of school club is managed by a committee who delegates day-to-day responsibility to the staff. The club is on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

Whittington After School Club provides a good quality of after school care for children in the EYFS. It is a bright, stimulating and enjoyable place, where children learn and play happily together. Activities run smoothly because the club is led effectively and teamwork amongst staff is strong. The club promotes good progress in children's personal development and in aspects of their learning because relationships between children are strong and the club's leaders liaise effectively with staff in the main school to ensure that club activities complement topics and themes in children's school work. The setting meets almost all welfare requirements and staff are conscientious in ensuring that children are safe and well cared for and that children with additional learning and/or medical needs are fully included. A management committee oversees the work of the club and this, along with the highly committed approach of staff to gaining additional skills and qualifications, puts the club in a good position to improve further.

What steps need to be taken to improve provision further?

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

- develop further and embed arrangements for assessing children's attainments and use this information to plan activities that build on children's prior learning
- make arrangements for staff re-training in child protection in line with currently required time lines.

The leadership and management of the early years provision

The leadership and management of the setting are good. The club's managers have drawn up effective policies to ensure children's welfare, which they review regularly. Occasional visits to the setting by the chair of the management committee, along with meetings with staff, ensure that the quality of provision is evaluated well. The strength of current arrangements lies in the highly effective leadership and day-to-day management provided by the club's senior staff. Staff have responded positively to the outcomes of the last inspection. All have successfully taken steps to improve their child care qualifications and, in addition, have attended an impressive range of training courses, for example in first aid, child protection, the new EYFS framework and aspects of health and safety, all of which have already begun to improve the quality of learning and care that they provide. Children who attend the club benefit greatly from the strong links that staff forge with parents and with the local school. Children's safety is given a high priority. They play in a safe environment because staff carry out safety checks conscientiously on daily and monthly cycles before sessions begin.

The quality and standards of the early years provision

Whittington After School Club makes a positive contribution to children's learning and personal development. Staff plan a good range of activities that complements all areas of learning. Effective liaison with staff in the main school has resulted in improved planning. Many club activities now complement topics that children follow in school and this continuity improves the quality of their learning. Children benefit from a good range of resources. They are free to choose activities such as construction, computer games, writing, drawing or playing pool. There are also resources that promote imaginative play and social interaction. Staff support both learning and play effectively. They strike a good balance between allowing the children to follow their own interests and intervening to guide and support in a way that ensures that children are purposefully engaged throughout the session. In adult-led activities, such as making Christmas tree decorations, teaching is good. Staff are well prepared and they direct activities in a way that reinforces children's creative development and results in finished products that children can be proud of. Staff observe children at work and play and report points of interest to parents. Staff have begun to consider the introduction of formal arrangements for assessing children's attainments and for planning activities that systematically build on children's prior learning. However, this initiative is at a very early stage of development.

Children's welfare is of great importance to all staff and they are conscientious in putting the club's welfare policies into practice. Children who attend a school site some distance away are met and accompanied on their walk to the club. There are thorough checks on all facilities and resources at the start of every session. Records show that fire drills are regular and children spoken to knew what to do 'if the whistle blows'. Occasional accidents are dealt with properly because staff have appropriate qualifications in first aid for young children. Since the last inspection, staff have tightened up procedures for gaining parental permission to seek, if

necessary, emergency medical treatment. Furthermore, there are now thorough records that enable staff to inform parents of all accidents or of other incidents that could be of concern to them. Staff are thoroughly conversant with the club's child protection policy and are trained or briefed on its implementation. However, this policy does not make provision for staff to be re-trained in accordance with required time-scales. There are effective systems to ensure that places in the setting are pre-booked and this enables managers to secure appropriate adult to child ratios at all times. Similarly robust systems ensure that only parents or known carers collect children.

Children's personal development is good because staff care conscientiously for their needs. Children respond well, because they enjoy and benefit from positive relationships with staff. The Club promotes safe and healthy lifestyles effectively. Snacks are generally healthy and children engage in activities to strengthen their understanding of the importance of a healthy diet. When conditions allow, there is also provision for lively outdoor play. A strength of the setting is the way that it brings together children of different ages and, in doing so, promotes friendships across the ages and a high level of mutual care and support. Staff are aware of the need to promote community cohesion. In this respect, activities based around Diwali, Chinese New Year, Halloween and Christmas further children's social and cultural development by promoting understanding and respect for their own and other traditions and ways of life.

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?	2
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?	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

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