

Radbrook After School Club

Inspection report for early years provision

Unique reference number

EY273018

Inspection date

28/11/2008

Inspector

Patricia Cope

Setting address

Radbrook Primary School, Bank Farm Road, Shrewsbury,
Shropshire, SY3 6DU

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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

Radbrook After School Club opened in 2003. It operates from Radbrook County Primary School in Shrewsbury, Shropshire. The group has access to a classroom, main hall, kitchen, toilets and storage facilities. Children attending are from the school. Outdoor play facilities are available with access to the school playground and playing fields. All areas are fully accessible.

The club is registered on the Early Years Register and both parts of the Childcare Register parts of the Childcare register and is registered to provide places for 26 children aged between three and eight years. Older children also attend the club and are included in the registered numbers permitted. There are currently 30 children on roll. The club operates Monday to Friday between 15:00 and 18:00, during school term times. Children can access a variety of sessions. The club supports children who have learning difficulties and/or disabilities and children who speak English as an additional language.

There are four members of staff available to work directly with the children; over half hold recognised childcare qualifications. The group receives support from the local authority.

Overall effectiveness of the early years provision

The effectiveness of the after school club is satisfactory. Pupils enjoy the activities provided and staff ensure they are safe and secure. Individual pupils' needs are recognised but staff do not systematically assess how their needs can be met and learning promoted. Although most of the recommendations made at the last inspection have been addressed some aspects are still not in place. Self-evaluation is in the early stages of development but there is a satisfactory capacity for improvement.

What steps need to be taken to improve provision further?

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

- ensure that all staff understand the principles and practice of the EYFS and its relevance to children in the after-school club
- put in place a system of self evaluation that ensures strengths and weaknesses are identified and improves the capacity to maintain continuous improvement.

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

- ensure that staff record are available on the premises 01/01/2009
- ensure that staff understand the requirements of the EYFS particularly in regard to the assessment of children's abilities, so that every child's individual 31/03/2009

learning needs are met and progress towards the early learning goals is promoted.

The leadership and management of the early years provision

Staff at the club are suitably qualified and this, along with the system of procedures that are in place, ensure that children are safe and that they can enjoy a range of activities that satisfactorily meet the needs of all the children. Most of the recommendations from the last inspection have been met, although the provider still does not maintain a staff record on the premises, which is a registration requirement. However, staff have a clear understanding of the procedures that are in place. They supervise children carefully and the environment is generally secure and safe. Procedures for the safeguarding of children meet requirements. Relationships between staff and children are positive but there is no key worker system to ensure that the individual needs of all children are known and addressed. Whilst the range of policies and procedures meets requirements and is generally well maintained, they are not always fully up to date. For example, there has been no recent fire drill. Staffing meets the registration needs. However, training is not systematically updated. As a result, some staff have not received training about the principles and practice of the EYFS. Some are familiar with its use in the nursery in which they work, but unclear about its relevance in the after school club. Staff are keen to do the best for the children and review their work but formal self-evaluation is underdeveloped. There is no system in place to ensure that children's current skills are the next steps in learning are identified. Whilst activities generally meet the needs of all pupils, planning does not ensure that the learning needs of all children are always met.

Links with the school in which the club is based and with parents are informal but are used to support children's learning, for example by hearing children read. However, these links are not sufficiently well developed to allow the club to complement effectively the experiences that children have in school with different experiences in the club. Some children are taken to specialist clubs that take place in the school and community centre, for example, dancing. This enables pupils to gain specific skills and staff enthusiastically acknowledge the achievements of children. However, understanding of the requirements for assessment, planning for and monitoring children's learning are not fully understood. There is a lack of clear focus on how activities will effectively promote learning towards the early learning goals across all areas of development.

The quality and standards of the early years provision

Children are collected from their classes by staff and entered onto the register. Any concerns are shared informally between staff and children then enjoy a snack which includes a variety of fresh fruit. However, the lack of a hand-washing routine fails to effectively help children to understand the importance of good hygiene. On most days the children play outside with plenty of opportunity for vigorous activity with small apparatus including rackets, hockey sticks and balls. The children enjoy

this opportunity and understand how it helps them to be healthy. They also play safely, demonstrating an awareness of the needs of others around them. Older children show a caring attitude towards the younger ones and play alongside them. When two boys showed an interest in a hand console that a girl had brought to the club, she allowed them to play with it. Indoors, the children generally engage in self-chosen activities. Staff play alongside the children, discussing them, developing some of their ideas and modelling skills. Whilst one adult helped children to count their scores in a game, another encouraged two boys to explain to her how they had made their models and what they could do. Children also participate in activities led by adults such as making Christmas cards where children develop fine motor coordination. However, these activities do not always offer children sufficient opportunity to make their own choices and to develop independence. Staff observe children and when they note them experiencing difficulty, for example, in holding a racket, they help them by modelling the correct way to use it. However, this matching of support to need is not systematic and is largely concerned with the development of physical skills. Staff also offer support for learning by listening to children read. However, there is an insufficient understanding of how activities support learning across all areas of development. Staff do not yet understand the importance of the cycle of observing, planning and reviewing learning. As a result, experiences are not always sufficiently challenging and children do not always receive effective support for learning. There is a lack of clear focus on learning outcomes for children.

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
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

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.