

extratime@St Lukes

Inspection report for early years provision

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EY347745

Inspection date

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Inspector

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Type of setting

Childcare on non-domestic premises

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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 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.

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Description of the setting

extratime@St Lukes is run by extratime@hillside Limited. It opened in 2007 and operates from one main play room within St. Luke's Infant School in Brighton, East Sussex. It is open each weekday from 3.15pm to 6.00pm during term time. It is also open from 8.45am to 6.00pm during certain weeks of school holidays. All children share access to a secure enclosed outdoor play area. Children from St Luke's school attend the club, and the club is also open to the local community. The setting employs nine staff, of these, three hold appropriate qualifications and three are currently undertaking a recognised qualification.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for 28 children, including children within the early years age group. There are currently 104 children on roll, of these six are in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled, enjoying a wide range and variety of games and play activities. Adults create an inclusive environment, where children are able to make choices about what they want to do, and with what and whom they wish to play. Relationships are warm and positive, so that all children feel secure and develop confidence and independence. Key persons are allocated to children in the early years age range who attend. The setting works closely with parents and other providers, helping to fully support children's development and learning. The setting has a good capacity to maintain continuous improvement as they regularly evaluate and make positive improvements to the care that children receive.

What steps need to be taken to improve provision further?

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

- provide a healthier range of snacks to help develop and promote children's understanding of healthy eating practices.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because effective policies are in place to ensure children's welfare. Safeguarding responsibilities are well understood. Staff are clear about the signs and symptoms that indicate abuse and are fully aware of the procedures to be followed should concerns arise. This protects children from potential future harm. The building and grounds are secure to prevent uninvited visitors from entering and children are effectively supervised to ensure they play safely. Risk assessments, which are recorded and regularly reviewed, enable staff

to identify and address potential dangers quickly. A full set of policies and procedures is in place, and followed vigilantly by the staff to ensure children's welfare is effectively safeguarded and promoted. Careful recruitment procedures ensure that all adults working with the children are both suitable and well prepared for their role.

Partnerships with parents are effective in keeping them well informed of the sorts of activities in which children are taking part. Systems to assess children's progress are effective and the emphasis is on sharing these regularly with parents, positively impacting on children's care, welfare, development and learning. Parents' opinions are valued and sought, for example, through the use of the evaluation board or the comments box. Links with the school are well established, effective and promote the integration of care.

Staff have a positive attitude towards equality and diversity; they regularly plan activities which help to develop an understanding of a range of cultural backgrounds. For example during a recent topic on Africa, they made their own African masks and pottery. Children feel good about themselves as staff treat them with respect. They develop self-esteem and confidence as they voice their opinions and make choices and decisions. All children are highly valued as individuals. The good use of information gathered from the children and their parents, when they first start at the club, helps to meet their needs effectively. Effective systems are in place to evaluate the provision for children's welfare, learning and development. The supervisor and staff team hold a debriefing meeting at the end of every session, at which time they discuss what is working well and less well, so that they may improve outcomes for children. Strategies for managing children's behaviour are also discussed, so that continuity and consistent approaches help children to behave in acceptable ways. Children are consulted and agree rules for the setting and as a result, are generally very sociable and cooperate well with other children and staff.

The quality and standards of the early years provision and outcomes for children

Children happily engage with staff and each other, and the atmosphere of the club is friendly and welcoming. They enjoy each other's company, and play well in small groups because they are well supported by staff. They sit and play with the children at their chosen activities, talking to them and taking an active part, such as participating in board games or as they play with the small world toys. Daily activities are thoughtfully planned taking into account children's individual interests and needs. Next steps in learning and development, for younger children in the early years age range are clearly identified and provided for. Their progress, interests and achievements are clearly recorded and show the good progress children are making towards the early learning goals. Children in the early years age group confidently find and select resources of their choice. Their language skills are developed well because staff frequently use questioning to encourage the children to describe what they are doing and learning when they encounter new things. Children's personal and social development is supported well through many

opportunities to work and play with others. Their creative understanding is promoted through the use of art and craft materials. Children particularly enjoy contributing to the large murals at the back of the room which are a feature of each of the themes covered. Their work is attractively displayed for others to see, which helps them to take pride in their work and value their achievements. Physical skills are developed very well through the use of a good range of sports and play equipment in the spacious outdoor play areas.

Children enjoy a worthwhile range of activities which help to promote their good health. They learn about the importance of good personal hygiene and understand why they need to wash their hands after visiting the toilet and before eating food. They enjoy regular physical play and can move freely from the indoor to the outdoor environment. However, the range of snacks within the club is limited and those provided do not promote an understanding of healthy eating practices. Children learn about personal safety, for example, they know how to evacuate the building in an emergency and practise this regularly. Their involvement in setting the club rules encourages them to think about how they can help to keep themselves and each other safe. Children are polite and behave well. They ask each other for and share resources. They engage well in their activities and learn to listen and speak in turn during circle time. They take care of their environment as they clear away tables and help tidy up toys. Children take pride in their work and enjoy showing it to appreciative staff.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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