

Coley Park After School Club

Inspection report for early years provision

Unique reference number EY245927
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Inspector Susan Victoria May

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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

Coley Park Out of School Club is part of Early Years and Extended Schools Services. It opened at the current site in 2002 and operates from one main room, hall and outdoor area within the community centre in Coley Park. There are no issues which may hinder access to the premises. Coley Park After School Club opens Monday to Friday between 15.00 and 18.00 during term time. Children are collected from two local primary schools. Children attending other schools may attend if own arrangements can be made to be brought to the premises.

The club is registered for a maximum of 32 children on the Early Years Register and compulsory part of the Childcare Register. They are also registered on the voluntary part of the Childcare Register. There are currently 44 children on roll aged from four to 10 years of whom eight are within the Early Years Foundation Stage. The group serves the needs of families in the surrounding area. The setting supports children with learning difficulties and/or disabilities and children for whom English is an additional language.

The setting employs six staff, over half of whom hold a recognised childcare qualification.

Overall effectiveness of the early years provision

Staff create a happy environment in which children can play; they meet children's individual developmental needs appropriately and promote most aspects of children's welfare and learning successfully. Policies and procedures promote an inclusive environment and information obtained from parents, carers and other professionals enables staff to meet children's different needs. Children enjoy friendly relationships with the staff.

The self-evaluation and assessment system of the provision is not yet fully developed, although some strengths and areas for improvement have been identified and senior staff alongside staff are working to enhance the quality of the service it provides.

What steps need to be taken to improve provision further?

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

- continue to develop systems for observation and assessment for all children in the Early Years Foundation Stage
- continue to develop the systems for self-evaluation and assessment
- review documentation to meet the new welfare requirements

The leadership and management of the early years provision

Children are cared for in a secure and safe environment. They access a range of toys and equipment which are safe and suitable for their ages and stage of development. This ensures children can play safely and enjoy their time at the setting. A clear record is maintained of daily safety checks and risk assessments are comprehensive. Staff members are appropriately qualified and deployed to provide sufficient levels of support for the children attending. There is a clear recruitment policy in place which ensures all staff who are employed are vetted for their suitability and undergo a sound induction process that includes play work training. Records, policies and procedures that support the setting to promote positive outcomes for children are generally well maintained, but require some updating to accurately reflect the current welfare requirements. All policies and procedures to protect children including accident and medication procedures are in place. Staff protect children from harm as they clearly understand their role in child protection and are able to put procedures into practice when necessary. Staff form friendly relationships with parents and are proactive in building links with the schools from which children attend, for example, by inviting school staff to share a meal with the children at the provision. Staff keep parents informed through verbal discussion, at the end of each session, about what the children have been doing and the care they have received.

The quality and standards of the early years provision

Staff have an understanding of the Early Years Foundation Stage and therefore, children's progress towards the early learning goals is generally supported. Staff meet together weekly to plan future events and activities. However, while staff know the children well, identified systems for observing and assessing children's development are basic and do not effectively recognise or assure consistency when planning for their next steps. Children are happy and settled within the environment. A suitable range of age-appropriate activities is available to the children and they quickly become involved in an activity of their choice. For example, children enjoy a bowling game, decorate photo frames, use art and craft materials to develop their creativity and build with construction bricks to promote and reinforce existing and new skills. Children's social skills develop as they assist one another and have regard to staff requests. For example, children help to set out and clear away plates and beakers after tea time. Children are keen to express themselves and their ideas because staff use appropriate questioning and discussion techniques to help children think and solve problems for themselves. They enjoy free access to a range of mark making materials, such as pencils, glitter, textured papers, glue and scissors. Games and activities are used suitably to promote early mathematical skills. For example, children confidently use the floor standing 'connect four' devising strategies to outwit their opponents. Children have opportunities to access information and communication technology to support their learning.

Children enjoy a varied and healthy range of meals and are beginning to learn about healthy eating through planned activities and discussion. Children are

encouraged to follow good hygiene practices and staff provide clear role models effectively promoting their good health. Children experience appropriate levels of supervision and are developing a clear understanding of how to keep themselves safe. For example, at registration staff explain the fire procedures for the benefit of new children effectively reinforcing the message for others. Children enjoy an appropriate range of physical activities as they access the sports hall which contributes to a healthy lifestyle. For example, they regularly use equipment such as racquets and shuttlecocks and play games such as tag. Children learn about the wider world through a good variety of resources, such as small world toys, books and role play equipment and through celebrating different cultural festivals.

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?	2

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?	2
How well are children helped to be healthy?	2
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

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 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.