

Luckwell After School Club

Inspection report for early years provision

Unique reference number	107007
Inspection date	28/01/2009
Inspector	Christine Huard
Setting address	Old Caretakers Hse, Luckwell Sch, Luckwell Road, Bedminster, Bristol, BS3 3ET
Telephone number	0117 9664758 or 0796 050 9329
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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

Luckwell After School Club opened in 1999 and in January 2003 the provision was extended to include a breakfast club. It operates from what was originally the 'Caretaker's House' in the grounds of Luckwell Primary School, in Bedminster, Bristol. The scheme operates for the exclusive use of children attending the school. It is open during term time from 07.50 to 08.45 for breakfast, and after school from 15.15 to 18.00. Registration is for a maximum of 18 children. (Early Years Register, compulsory part of Childcare Register, voluntary part of Childcare Register). There are currently 41 children on Roll and of these there are 26 children under eight years and three are under five years.

The group supports children with learning difficulties and/or disabilities and children for whom English is an additional language. Although main access to the building is up a short flight of steps there is access suitable for wheelchairs at the rear of the building. Three members of staff work directly with the children and of these two hold a relevant child care qualification. The group is currently seeking to recruit another member of staff. The staff are also supported from time to time by student placements. The out of school and breakfast club is managed by a parent committee and is a member of Bristol Association of Neighbourhood Day Care.

Overall effectiveness of the early years provision

A wide range of stimulating and purposeful activities ensure that the learning and development of children registered on the Early Years Foundation Stage (EYFS) are promoted well and reinforce the more formal learning of school in an exciting and interesting way. Planning is thorough and care is taken to ensure that the needs and interests of all children are met. However, it does not identify which areas of the EYFS the activities are linked to and therefore does not provide an easy way of ensuring balance of provision. The welfare of the children is of paramount importance and procedures in place for ensuring their safety and well-being are outstanding. The recently appointed play leader has enthusiastically reviewed and updated policies and practice in order to maintain continuous improvement and to ensure that staff are well qualified and committed to improving their expertise. Although the staff take care in evaluating their practice against the EYFS requirements this takes many forms and currently is rather cumbersome and not always easily accessible.

What steps need to be taken to improve provision further?

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

- ensure that planning and evaluation documentation link activities to the relevant areas of learning of the EYFS
- bring self-evaluation records together to make them more accessible and useful

The leadership and management of the early years provision

A new playleader was appointed in September 2008 and she took the opportunity to review and revise policies and practice to ensure they were as up to date and as good as they could be. As a result, regular monitoring and self evaluation ensure continuing improvements. Great care is taken to make sure that the provision meets the needs of every child. Whilst self-evaluation is rigorous, it is recorded in many forms and has not yet been drawn together as one central document, which means that it is not as accessible and useful as it could be.

There are rigorous checks on all staff and volunteers to ensure the safety and security of the children. The views of parents and carers are welcomed and there is a useful suggestions book for parents and families to give ideas for activities. In addition, the management committee has recently devised a feedback form for parents to collect their opinions about the service offered.

The staff are highly committed to keeping their practice as up to date, relevant and useful as possible. To this end they all hold relevant first aid qualifications and attend courses which will be useful to them. For example, the playleader and her deputy have recently attended reflective practice training which has helped them become more self-aware and analytical.

Staff ensure that children play in a safe and welcoming environment. Daily checks and regular risk assessments are undertaken. All new equipment is assessed to ensure its safety and suitability. For example a new 'microwave' for the role play area was carefully checked for sharp corners or edges.

The quality and standards of the early years provision

The breakfast club provides a warm, welcoming and secure start to the day and helps to promote the children's excellent understanding of healthy living. A healthy breakfast taken together round the table provides a family atmosphere and is a happy social event. It reinforces the notion that it is an essential meal. The wide variety of cereals and toast with or without toppings ensures children enjoy healthy eating. They sit happily together, chat to each other and the staff and at the end willingly help to clear up and put things away. The children's interest is stimulated by a wide range of play activities provided at the after school club which interest and stimulate the children. As a result, children happily make good contributions to their learning. Relevant themes such as Scottish Week embrace all the areas of learning in a fun and exciting way. It not only gives opportunities to participate in the 'Highland Games', but also to prepare a special 'Burns Night' supper of 'Haggis, neaps and tatties' which is consumed with great relish and teaches the importance of eating a balanced diet, as well as being fun. Children's creative abilities are developed well through music, art and craft activities such as designing a Scottish Castle, as well as role-play.

Children's activities are carefully monitored and recorded by their key worker in learning logs. These cover all activities and provide a very complete record of

children's needs and their good progress and development. As yet though, the activities are not formally linked to the areas of learning of the EYFS. Staff complete accurate observations of the children's learning and ensure that all the children's needs are met. These records clearly demonstrate how well all children are valued as individuals.

Staff ensure that children are kept safe. Children's behaviour is good. Staff deal with any concerns swiftly and effectively by implementing the setting's 'Play Values' guidance consistently. As a result, the children feel safe and their social and personal skills are developing well. Children are confident and are learning to share and co-operate willingly with each other and with adults. Children develop their coordination well by playing with the wide range of outdoor equipment, which enables them to run, climb and play a range of ball games. They are learning the rudiments of personal hygiene as they wash their hands before eating and after going to the toilet. The arrangement of the house into different learning areas enables children to learn through play in a fun atmosphere. There is a quiet area where children reflect, look at books and 'chill out'. Children play different games and a range of modelling activities enables them to make good progress in developing their problem solving and number skills. The playleader has also negotiated regular use of the school's information and communication technology suite and sports hall and all the children benefit from this. Children extend their knowledge and understanding of the world effectively because of the wide range of resources and learning opportunities provided for them. By the time they leave they are well prepared for the next stage of their learning.

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?	1

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?	1
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

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.