

# Springdale After School Club

Inspection report for early years provision

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<b>Unique reference number</b>	224959
<b>Inspection date</b>	12/03/2009
<b>Inspector</b>	Edgar Hastings

<b>Setting address</b>	Springdale Infant and Junior School, Warstones Drive, Penn, Wolverhampton, West Midlands, WV4 4NJ
<b>Telephone number</b>	01902 558810
<b>Email</b>	Mobile number 07717 747486
<b>Type of setting</b>	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**

Springdale Primary School After School Club has been registered since 1997 and is governed by a management committee. It operates from the junior hall in the Springdale Infant and Junior School in the Penn area of Wolverhampton serving children from the school. Links with the school have been established.

The club is on the Early Years, the Compulsory and Voluntary Childcare Registers. A maximum of 40 children can attend at any one time. There are currently 46 children aged from under five years to 11 years on roll of who five are in the EYFS age group. The club opens five days a week during school term times only. Sessions are from 15.15 until 17.30.

The setting supports children with learning difficulties and/or disabilities, and the premises have disabled access throughout.

There are six members of staff working directly with the children four of whom hold relevant early years qualifications. The setting receives support from the early years department of the local authority.

## **Overall effectiveness of the early years provision**

The overall effectiveness of the provision made by the After School Club is satisfactory. It meets the needs of all groups of children including those with learning difficulties and/or disabilities. There is a strong partnership with parents who speak highly of the level of care their children receive, and with the school in which all the club staff work and have strong links with the teaching staff of the Early Years Foundation Stage (EYFS) children Children's welfare is given high priority so they enjoy participating in club activities in a secure environment. The leadership demonstrates a good capacity to maintain continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- ensure there are adequately planned activities to meet the needs of the under fives
- develop a process of identifying the strengths and weaknesses of the setting
- establish assessment procedures for the EYFS children to inform planning of next steps in learning.

## **The leadership and management of the early years provision**

The After School Club runs very smoothly due the well established routines and range of activities it has developed over time to engage the children in their care. The effective leadership and management provides a good level of care for all the

children. They are supported by experienced adults who work as a team and understand their roles well. The majority of the staff team have appropriate qualifications, and they have access to further training on areas including first aid and child protection. Good progress has been made on addressing the issues raised at the last inspection. The safety, welfare and safeguarding of children are given high priority and are reflected in the good procedures and well established routines. The manager has ensured risk assessments are carried out, all policies, records and procedures are in place, and are updated regularly.

Self evaluation is at a very early stage, and the club has not yet put in place a process for identifying its strengths and areas for development. However, due to the efficient way it has handled the issues identified at the last inspection, it demonstrates that it has a good capacity to develop a process of self improvement.

The links with parents are good. Regular contact ensures that they are kept well informed about their children's progress and any issues of general welfare. Newsletters about activities being provided are sent. Parents as stakeholders are consulted for suggestions for further development of the provision for their children. There are very strong links with the school that very generously make available indoor and outdoor facilities. These improve the overall provision for children, and provide more flexible use of them, especially during inclement weather. Good links have been established with the special needs resource base in the school in order to support those children with learning difficulties and disabilities.

## **The quality and standards of the early years provision**

There are very few under five children attending the club and much of the planning is of a general nature and not specifically targeted at this age group through the areas of learning in the Early Years Foundation Stage (EYFS). There are no assessment arrangements in place to identify the next stages of planning for these children's learning. However, the provision for their learning and development is satisfactory, and they receive some adult support during their involvement in play and other activities. They are fully involved in the daily life of the club. For example, there are a number of table top games and activities which they share with amenably with the older children. In outdoor play they play with bats, balls and hoops, and are showing some developing skills in their use. They learn to co-operate with others and takes turns with the equipment, and this ensures their personal and social skills are developing. Children co-operate well with each other and there are good relationships between the older and younger children.

A good range of resources are available and these are used on a rotating basis to add an element of variety to the daily programme of planned activities. There is little evidence of the inclusion of any activities to support the development of language or numeracy skills. But there is now more opportunity for children to engage in creative activities, and these are often linked to special festivals such as Diwali and Christmas. The outdoor play areas are large and offer good facilities for

regular physical activity. They are very secure and there are good procedures in place for monitoring access. A spacious indoor hall is also available to support physical activity, especially during wet or cold weather.

The welfare of children is promoted well. Children are encouraged to develop a healthy lifestyle through regular physical exercise, and some healthy snacks and drinks are available each day. Hygiene routines are well established and children have a clear understanding of why they need to be followed.

Behaviour is good and children know the club rules and understand that most of them are designed to ensure their safety at all times. They work and play harmoniously together, and clearly enjoy participating in the activities provided for them. They are co-operative and take a responsible role in helping to tidy up at the end of the session. These qualities will certainly assist them in the future.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
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?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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 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.