

Light Oaks Before and After School Club

Inspection report for early years provision

Unique reference number	EY278382
Inspection date	30/03/2009
Inspector	Anthony Anderson
Setting address	Light Oaks Infant School, Lancaster Road, Salford, Lancashire, M6 8LU
Telephone number	0161 788 8099
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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 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

Light Oaks Before and After School Club opened in January 2004 and is run by a committee. It operates from Light Oaks Infant School in Salford. The setting caters for children who attend the school and the adjacent junior school. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children have access to the hall, canteen, the library area and bathroom facilities. The nursery and Year 1 classrooms are also registered for occasional use. The hall is used to accommodate children aged three to seven years and the canteen is used to accommodate older children. There is a large enclosed area available for outdoor play.

The before school club opens Monday to Friday from 08.00 until 08.55 during term time. The after school club opens Monday to Friday from 15.30 until 17.30 during term time. The setting is registered for up to 80 children under eight years at any one time. There are currently 100 on roll, of whom six children are in the Early Years Foundation Stage. There are nine staff working with the children. Over half the staff have early years qualifications at level 3. The setting receives support from Sure Start. The setting has achieved the Aiming High quality assurance scheme award.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Staff are suitably trained and experienced in early years practice and they provide an inclusive and friendly welcome to children and their parents. Although daily risk assessments are undertaken, they are not recorded and, as was also noted in the previous inspection, some important records and documents are not available for inspection. Staff are gradually developing an awareness of their strengths and areas for development. However, they do not yet have formal structures in place to evaluate fully the effectiveness of the provision or to plan for and monitor the progress made by early years children in the setting. The setting's management demonstrates a satisfactory capacity for further improvement.

What steps need to be taken to improve provision further?

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

- ensure that regular risk assessments of the setting are recorded
- fully implement the Early Years Foundation Stage framework
- create and implement an effective self-evaluation system and ensure that it leads to continuous improvement.

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

- ensure that documentation covering vetting checks for all staff is made available for inspection

30/04/2009

(Documentation) (also applies to both parts of the Childcare Register)

- ensure that documentation covering a system for recording and processing any parental complaints is made available for inspection (Documentation) (also applies to both parts of the Childcare Register)

30/04/2009

The leadership and management of the early years provision

Staff work together as an enthusiastic and dedicated team under the leadership of the setting's manager. They create a warm and friendly atmosphere in the split-site setting where junior children are mostly segregated from infants. Children are well supported by appropriately trained staff when they are ill or have an accident. Staff know their young children well and attendance registers are kept robustly up-to-date to support regular fire evacuation drills.

Although staff undertake regular risk assessments of the setting, these are not recorded. A key recommendation at the last inspection was linked to the non availability of important records and documentation. There is still a clear lack of available evidence to support vetting checks on staff and also to document the processing of parental complaints. Therefore, the setting is failing to meet statutory requirements. Occasional informal meetings are used to encourage staff to identify individual training and development needs. As a result, senior staff have recently attended courses linked to the Early Years Foundation Stage framework but its implementation is at a very early stage of development. As an example, the use of observations of young children in the setting has only very recently been introduced. These are now being used to create individual folders with a view to the longer term monitoring of young children's progress. Staff are developing an awareness of the need to introduce a programme of self-assessment of their work and of the effectiveness of the early years provision. Although management's liaison with the Foundation Stage section of the main school is at an early stage of development, it already works closely with parents, who express strong satisfaction with the caring attitude of staff and of their children's enjoyment when attending this inclusive setting.

The quality and standards of the early years provision

Young children say that they enjoy themselves in this warm, friendly and inclusive setting. Staff use their imagination and experience when setting out a wide range of activities on the floor of the main school's hall, which is the central hub of the infant and early years part of the setting. Two young children worked thoughtfully as a united team as they tried to solve the complexity of a large jigsaw puzzle with the encouragement of one of the setting's staff. Other children enjoyed healthy snacks as they discussed which activities they were planning to engage in after breakfast. Another group of young children enjoyed drawing and colouring and playing interactive games with their friends. Children's behaviour is consistently good in both the junior and infant settings and they demonstrate positive

relationships with staff. The main school's playground is utilised well to extend young children's physical and social skills through a range of games and well-resourced activities. They are well supervised by staff, who offer praise, encouragement and direction.

Weekly planning of activities and resources helps staff to prepare for each day and there are helpful notes for the setting's listed key workers which link the various activities to the six areas of early years learning. However, there are not yet any specific individual plans drawn up for the few Early Years Foundation Stage children on the register and this has an impact on their levels of achievement whilst in the setting. Leaders are clearly aware of the recent changes to the early years framework but its implementation is at a very early stage. For example, although brief observations of early years children in the setting have recently been introduced to create individual activity profiles, there is not yet sufficient recorded data to judge the degree of support towards young children's future economic well-being or to their levels of progress.

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?	2
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?	2
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?	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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR2) 30/04/2009
- take action as specified in the early years section of the report (CR7) 30/04/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR2) 30/04/2009
- take action as specified in the early years section of the report (CR7) 30/04/2009