

Westways After School Club

Inspection report for early years provision

Unique reference number

EY386159

Inspection date

16/07/2009

Inspector

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Setting address

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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

Westways After School Club was registered in 2008. They operate from the former infant school building at Westways Primary School, which is situated in the Crookes area of Sheffield. The club is open from 15.15 to 18.00, Monday to Friday during term time and on curriculum days from 08.00 to 18.00. They are registered for a maximum of 77 children, aged between four years and 11 years. There are currently 100 children on roll of whom 27 are in the early years age range.

There are 11 members of staff working with the children of whom seven have an appropriate early years qualification. The setting is registered on the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children access a wide range of stimulating activities that support their individual learning and development, although systems to ensure children are making progress in all areas of learning have been identified as an area for improvement. The club works in close partnership with parents, the school and other agencies involved. There are effective processes in place to ensure continuous improvement and self-evaluation processes help to identify areas for improvement and the setting's strengths. Staff have a good knowledge of each child's individual needs.

What steps need to be taken to improve provision further?

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

- further develop systems within the Early Years Foundation Stage to plan, observe and assess children's learning.

The leadership and management of the early years provision

The setting is very well organised with a comprehensive set of policies and procedures in place that are reviewed and shared with parents and all staff. Regular meetings and appraisals between the management and staff help identify appropriate training needs. Staff carry out daily risk assessments to identify and minimise potential hazards. In addition, they carry out risk assessments on the activities they provide to ensure children are kept safe at all times. Children are familiar with the procedures to follow in case of an emergency because clear procedures are in place and are practised regularly. Staff also have conversations with the children during activities regarding the procedure to reinforce and keep themselves safe. For example, one of the children discussed the evacuation procedure because she had missed the previous one.

Children are very well supervised at all times and the security arrangements that

are in place are good, ensuring children are unable to leave the premises alone. Children are aware of the boundaries in the outdoor play area and staff ensure any visitors on the premise are accounted for and not left alone with children. There are good relationships with the staff and children and their views and ideas are respected and sought from the staff. For example, children questionnaires are completed and each child signs themselves out at the end of the session with smiley or sad faces to indicate if they have enjoyed the session. Parents are also encouraged to offer their suggestions for improvement and to share information about their children. Staff share information with parents about how children learn such as displaying Early Years Foundation Stage material in the club. There are very good links with school and other agencies particularly for children with learning difficulties and/or disabilities.

The quality and standards of the early years provision

Children are motivated and confident within the club. They are able to explore a good range of stimulating resources and activities that ensure all areas of learning are covered and there is a good balance of adult-led and self-chosen activities. Staff make sound observations regarding children's learning and use the information they gather to plan activities for children. However, there are gaps in the system used to ensure that all children are making progress in all areas. Children are fully involved in the club in a number of positive ways, for example, there is a children's committee. They are learning how to respect each other and they behave very well. Staff gather relevant information from parents regarding children's care and interest. However, information regarding their learning when they first start is not detailed enough.

Children have good opportunities to develop their communication, language and literacy skills as they write their names as they arrive and book themselves a place to play on the computer game. They choose from a good selection of books and enjoy sitting quietly and reading. Outdoor play is linked to give children a wide variety of experiences, for instance, they roller blade, use skateboards and wear helmets for these activities which help them to learn to keep themselves safe. Children use materials to design and construct very well as they create designs with hot beads and build with construction. Their artwork is displayed throughout the club. This helps children to develop a sense of belonging and raises their self-esteem as they are proud of their achievements. Staff are aware of inclusive practice and work very well to ensure children have a positive understanding of difference.

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?	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?	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?	3
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

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