

Stretton After School Club

Inspection report for early years provision

Unique reference number EY387249
Inspection date 18/06/2009
Inspector Justine Ellaway

Setting address Priory Centre, Church Road, Stretton, BURTON-ON-TRENT,
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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

Stretton After School Club is one of two settings owned by the same provider. It opened in 2008 and operates from the Priory Centre, Stretton, Burton-on-Trent. The club is open each weekday from 15.15 to 18.00 term-time. All children have access to an enclosed outdoor play area.

The club is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 16 children may attend the club at any one time. There are currently 16 children on roll, four of whom are within the early years age range.

There are five members of staff, two of whom hold an early years qualification at Level 4 and two who hold an early years qualification at Level 3.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children's welfare and learning and development are generally well promoted. All of the required information is gathered so that children's individual needs are met. Suitable links are developed with parents, although they have not yet been fully developed with other settings that children attend to promote continuity of learning. Systems to evaluate and reflect on practice are in the early stages and are beginning to identify areas for improvement.

What steps need to be taken to improve provision further?

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

- review the indoor environment so that it contains resources which are appropriate and accessible for all children
- analyse observations consistently and highlight children's achievements or their need for further support
- develop further systems for children who attend more than one setting, to ensure effective continuity and progression by sharing relevant information with each other and with parents.

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

- ensure that records are available for inspection by Ofsted, with specific reference to the written child protection policy (Documentation) (also applies to both parts of the Childcare Register).

09/07/2009

The leadership and management of the early years provision

All of the required information is gathered and recorded to ensure children's care needs are met. Required policies and procedures have been devised, although the written document for child protection was not available at the time of inspection. However, staff demonstrate a suitable understanding of the issues to ensure concerns are acted upon appropriately and that children are safeguarded.

Staff are suitably deployed during the session to offer support to individual or groups of children. The main room is organised to offer space for floor play as well as table top activities. Children's safety is suitably promoted as appropriate measures are in place. For example, a chain on the door means that staff can greet visitors without allowing them access to the main room. The risk assessment contains relevant information. Children enjoy vegetables with their snack and have regular opportunities to play outdoors to promote their good health. All staff have undertaken food hygiene training to ensure food is properly stored and served.

Daily verbal feedback is offered to parents collecting their children. Although the setting has informal links with other settings that children attend, these have not been developed to promote consistency with regards to children's individual learning and development.

The setting is in the early stages of pulling together information to evaluate and reflect on practice. Informal evaluation takes place after sessions to determine the effectiveness of activities. Some areas for improvement have been identified that will have a positive impact on children who attend. For example, the setting intends to increase the range of resources which is currently small.

The quality and standards of the early years provision

Children are comfortable with the staff team and confident to ask for support or engage in conversation. They choose what they want to play with which promotes their independence. They select books or toys and play quietly in groups or by themselves. Children are familiar with the routines and when arriving from school take responsibility for their own coats and bags and wash their hands for snack.

Children use their thinking and problem solving skills as they join in an activity to build the highest tower. Staff offer support by encouraging the children to think about different ways of doing it and giving guidance on different methods. Planning is based on what children want to do and takes into account that children have been at school all day. Observation and assessment is in place, although it does not currently identify what children have achieved or identify their next steps sufficiently well to fully promote their learning and development.

Snack time is a social time where children sit and chat to each other and join in or initiate conversations. Younger children join in with group activities with children of different ages. However, on occasion, the behaviour of older children can mean that younger children withdraw from an activity.

Children play with bats, balls and hoops outdoors to develop their physical skills. They use tools such as scissors and knives to spread butter on their bread for snack, to further develop their small muscle skills. Younger children enjoy playing with small world toys, such as cars and mats. Their creativity is promoted through the provision of felt tips, crayons, paper and colouring books. Children learn about staying safe through reminders, for example, staff explain why it is not safe to do something and the impact this might have on others. They learn about being healthy through discussions, for example, about different food.

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?	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?	3
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 (Arrangements for Safeguarding Children) 09/07/2009
- ensure that where older and younger children are together, the behaviour of children over the age of eight years does not have a negative effect on the younger children (How the childcare provision is organised) (also applies to the voluntary part of the Childcare Register). 09/07/2009

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 (Arrangements for Safeguarding Children) 09/07/2009
- take action as specified in the compulsory part of the Childcare Register section of the report (How the childcare provision is organised). 09/07/2009