

# Pathways before/after school club- Berkswell School

Inspection report for early years provision

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<b>Unique reference number</b>	EY364443
<b>Inspection date</b>	25/03/2009
<b>Inspector</b>	Edgar Hastings
<b>Setting address</b>	Berkswell C of E Primary School, Church Lane, Berkswell, COVENTRY, CV7 7BJ
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<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**

Pathways Before and After School Club is one of seven establishments run by the provider. It opened in 1999, and was re-registered as a limited company in 2007. It operates from the nursery classroom based at Berkswell Primary School, which has disabled access and facilities. A maximum of 32 children may attend the club at any one time. The club is open from 08:00 to 08:50 and from 15:20 to 17:30 Monday to Friday. All children share access to a secure enclosed outdoor play area.

There are currently 26 children on roll. Of these seven are in the Early Years Foundation Stage age group. Children aged up to 11 years may attend the club and all are from the school. Children attend for a variety of sessions. The club, which is on the Early Years Register, and the compulsory and voluntary Childcare Registers, employs three members of staff. All hold appropriate early years qualifications. The group receives support from the Early Years Development and Childcare Partnership, and has links with the school and other Early Years settings in the Pathways Group.

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

The overall effectiveness of the provision at Pathway Before and After School Club is good. It ensures inclusive practice, and it meets the individual needs of all groups of children well, including those with learning difficulties and/or disabilities. There is an outstanding partnership with parents, the school and other Early Years settings in the Pathways Group, and this supports the work of the club very well. The promotion of the children's welfare and safeguarding is of high quality. The leadership team demonstrate that they have 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:

- devise ways of assessing and recording the achievements made by the children in the Early Years Foundation Stage, and use the information to plan the next steps in their learning
- develop further the process of self-evaluation to identify the strengths and areas for development of the setting.

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

The manager has been in post for a comparatively short time, but has demonstrated the ability to ensure the setting delivers good quality provision, through a programme of interesting and stimulating activities which the children enjoy immensely. She leads and manages her staff well and has built a strong team where everyone understands their roles and responsibilities. A very warm

and friendly ethos has been created where all children feel valued as individuals and are treated with respect.

Planning ensures that activities are provided to match the requirements of the Early Year Foundation Stage, and the children are consulted about what they enjoy and would like to see included. Although the staff know the children well and make observations about them, there is no formalised system in place to make assessments of children's progress or to use that information to plan the next steps in their learning.

The process of self-evaluation has begun, but is in the early stages of its development. All staff are being consulted and involved in the process, however, it is not yet at the stage where it is driving forward improvements significantly. The staff take very great care over the safety and well being of their children. Every precaution is taken to ensure their safety both inside and outside the classroom. Regular risk assessments are carried out, and the premises are very secure. The children are protected by exemplary safeguarding procedures, and there is rigorous vetting of prospective employees to ensure only the most suitable personnel are selected to work in this setting. All the required policies, records and procedures are in place to ensure that a very good level of care and welfare is provided for the children.

There is a very strong relationship with parents, who in turn speak very highly of the quality of the setting. One parent said, 'My child likes it so much she would stay longer if she could.' The setting keeps parents well informed on a daily basis through face-to-face contact, through letters and newsletters, and through the parents' notice board. The links with the primary school are also extremely positive, and the setting is able to use many of its facilities, including the secure play area, adventure playground and the woodland area, to allow the children to engage in regular physical activity. The setting also has access to the good quality resources in the nursery classroom, and staff regularly exchange information with school staff about the children's well-being and progress. Good links are also made with other Early Years settings in the neighbouring area for sharing ideas on the management of their provision.

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

The room used for the club provides a bright and vibrant environment for children to use. The youngest children are escorted safely to the classroom where they all receive a very warm welcome. The children are familiar with the well-established routines, and they enjoy the social time for chatting with friends at snack time. A good range of activities is provided covering all the areas of learning, and these are supported well by a wide range of good quality resources. The children are very confident and make their own choice of activities which reflects their developing independence. The staff have developed good relationships with the children and this makes a significant contribution to their successful development and good progress.

Children play confidently and harmoniously in the secure outdoor play area, with good support from adults who organise enjoyable games and activities and participate to make them fun. The children demonstrate good developing ball skills with a football, and they enjoy skipping games. Indoors, children show persistence and good fine motor skills as they cut out fruit bat shapes from crepe paper, and then decorate them attractively. They enjoy interesting discussions with the adults during these activities, which both enhance their knowledge and understanding, as well as their speaking and listening skills. The children play very well together, they share resources and happily take turns, and they are very keen to help each other should the need arise. They readily and enthusiastically tidy up at the end of sessions, and as a result make an outstanding contribution to their community.

All areas of the children's welfare are catered for exceptionally well. Very great care is taken to ensure the safety of the children, and as a result they feel safe and happy. For their part the children are well aware of the club rules that ensure their personal safety, and they remind each other at times about moving carefully around the classroom. The emphasis on developing a healthy lifestyle is reinforced at snack time, where the children wash their hands carefully before eating their fruit. The children enjoy their time in the setting and this supports their development very well. Behaviour is good, and the children mix well together in mutually supportive ways. Some of the older children help and guide the younger ones, and provide good role models for them. The children's good overall progress, their very good personal skills and their excellent habits as active, inquisitive and independent learners will be of exceptional benefit to them in the next stage of their education.

## 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>	2
How well does the provision promote inclusive practice?	2
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?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
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?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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

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 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.