

# Lydgate After School Club

Inspection report for early years provision

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**Unique reference number** 300767  
**Inspection date** 14/05/2009  
**Inspector** Carmen Markham

**Setting address** Lydgate Infant School, Lydgate Lane, Sheffield, South  
Yorkshire, S10 5FQ  
**Telephone number** 07931715889 after 1430  
**Email**  
**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

Lydgate After School Club operates from the premises of Lydgate Infant School which is located in a residential area close to a small shopping centre. It is on the Early Years Register and compulsory and voluntary parts of the childcare register. It is managed by a parent committee. The club provides for children who attend Lydgate Infant School. It is registered to care for 40 children aged four to eight years, Monday to Friday, 15.15 to 18.00, during term time only. Twelve of these children are aged four to five years. The provision welcomes pupils with learning difficulties and/or disabilities. The club has use of the school canteen and two outdoor play areas. There are eleven members of staff; five are qualified to NVQ level 3, including the person in charge and two deputies. The remaining staff have NVQ Level 2 qualifications.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children enjoy their time in this inclusive setting as relationships are good and they are well cared for by staff and by the older children. They make particularly good progress in their personal, social, creative and physical development as their needs are very well met in these areas. However, they make less progress in numeracy and literacy because staff have yet to fully implement the requirements of the Early Years Foundation Stage (EYFS) in these areas. Leadership and management is satisfactory. Good procedures ensure children are safe but, although staff are identified as having had a police check before taking up post, there is no record of these details. Parents are very satisfied with the provision and there has been some improvement since the previous inspection but a recommendation in the last inspection report to devise a system for recording parental complaints has not been addressed.

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

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

- accelerate training for and the implementation of the learning and development requirements of the statutory framework for the Early Years Foundation Stage
- review the current premises and resources used by children to ensure they meet the requirement of children and the statutory framework.

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

- make available for parents a written statement that provides details of procedures to be followed if they have a complaint (Safeguarding and welfare) (also applies to both parts of the childcare register)

01/09/2009

- keep records of the information used to assess suitability to demonstrate to Ofsted that checks have been done (Suitable People) (also applies to both parts of the childcare register)

01/06/2009

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

Leadership and management are satisfactory. The setting manager works closely with the management committee. They meet half-termly to agree priorities and actions. The manager has produced an outstanding, evaluative self-evaluation of the provision to inform future development. It is honest and accurate. Parents and children are regularly asked their views on how the setting can be improved. Daily informal staff meetings and a formal termly meeting ensure that staff are involved in day to day decisions. All staff are allocated clear roles to ensure their efficiency and the best outcomes for children. Children's health and safety are of paramount importance and policies and procedures are firmly in place to achieve a child-safe and friendly environment where children can take risks and learn independence. However, although staff report that they have all been through a police check before taking up their posts there is no record of this process. This is a serious breach in regulations that could jeopardise child safety. Furthermore the recommendation of the previous inspection to ensure that a system should be devised to record the complaints of parents has not been met although documentation indicates that there have been complaints which ought to have been dealt with. The setting is very inclusive. Very good provision is made for children with additional needs. Planning shows that a range of festivals and cultures from around the world form part of the curriculum. The setting works closely with parents and keeps them well informed about events and activities through notice boards, newsletters and word of mouth. There are also some links with the main school to ensure the needs of the children are met in both settings.

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

Children make good progress in their personal, social, creative and physical development but do not make such good progress in relation to literacy, numeracy and thinking skills. The setting is at an early stage of meeting the Early Years Foundation Stage requirements for the learning and development of young children. Staff are in the process of being trained for this. Key workers have recently started to observe and record children's progress but this is still at an early stage of development and is not helping staff to plan for children's needs. Available resources do not promote effective learning in relation to literacy, numeracy and thinking skills as they are relatively few in number. There are a limited number of books located in a quiet area for pupils to enjoy. The accommodation is adequate but the acoustics are poor and the area magnifies noise; this prohibits the development of good speaking and listening skills. However, staff work hard to compensate for some of the deficiencies by promoting outdoor play and activities in fine weather and encouraging creative work. This

works well and children enjoy their experiences and produce some very good art work. All aspects of children's personal and social development are good as staff act as good role models and have high expectations in relation to behaviour. Children behave well, are courteous and respectful of others and know how to stay safe. They are well mannered at tea time and enjoy the healthy food provided. They know why it is important to eat healthy food and take exercise. The children enjoy playing with older pupils and they appreciate the buddy system which ensures that the younger children are cared for by older pupils. This provides children with good experience of community responsibility. Children are also asked for their views about the provision and how things can be improved.

## 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?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	4

### 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>	3
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:

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) 01/06/2009
- take action as specified in the early years section of the report (CR7) 01/09/2009

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) 01/06/2009
- take action as specified in the early years section of the report (CR7) 01/09/2009