

Leprechauns Out of School Club

Inspection report for early years provision

Unique reference number	EY284158
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Inspector	Joanne Harvey

Setting address	Walton Holymoorside Primary School, Holymoore Road, Holymoorside, Chesterfield, Derbyshire, S42 7DU
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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

Leprechauns Out of School Club is one of two out of school clubs run by Leprechauns Ltd. It opened in 2004 and operates from Walton Holymoorside Primary School in Holymoorside. A maximum of 40 children aged three to under eight years may attend the out of school club at any one time, of these, a maximum number of 10 children of the Early Years Foundation Stage age may attend at any one time. The club is open each weekday during term time from 15:10 to 18:00. The setting operates from a room which it shares with the school and also has the use of the school hall, library, ICT suite and associated facilities. Children have access to a secure enclosed outdoor play area and to the school field and adventure and nature trails. There are currently 100 children aged from three to under 11 years on roll. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. Parents and children from the school use this facility. No children currently attend who have learning difficulties and/or disabilities and no children attend whose speak English as an additional language though the setting is able to support these children. The club employs 3 full time staff and all hold appropriate early years qualifications. All areas of the setting and the school are fully accessible to children and adults with limited mobility as the school building and grounds are well served by ramps and two internal lifts.

The setting works in partnership with the school which it serves.

Overall effectiveness of the early years provision

The quality of provision at Leprechauns is good. Effective leadership from the setting manager, supported by a well established team ensures that provision for both children's welfare and their learning and development is good. The needs of the early years children are met well because provision is tailored to meet the interests and needs of individuals so that everyone is included in all that the setting has to offer. The commitment of all who work in the setting, along with that of the proprietors, has ensured that the setting has continued to improve since the last inspection, demonstrating a good capacity to continue to improve in the future.

What steps need to be taken to improve provision further?

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

- develop further the systems for recording observations and assessments of each child's achievements, interests and learning styles
- use these observations and assessments to clearly identify learning priorities in planning
- report progress and achievements to parents more systematically throughout the Early Years Foundation Stage.

The leadership and management of the early years provision

Leadership and management of the early year's provision is good. The setting leader demonstrates good levels of enthusiasm and she is well supported by other team members who work together cooperatively and harmoniously to make sure that the setting runs smoothly on a day to day basis. The attention paid to everything that happens throughout a session means that everyone is clear about their roles and responsibilities. All are clearly committed to improving outcomes for children and have high expectations for children's learning and for their welfare. They demonstrate this, for example, through their commitment to continued professional development and particularly through their determination to develop their understanding and practice in delivering the Early Years Foundation Stage framework. The setting leader knows the strengths and areas for development well as she is continually reflective and has more recently evidenced this in a carefully and accurately completed self-evaluation form. As a result, she has identified that more rigour needs to be brought to systems for checking on how well children are doing. She has already started to record observations on post it notes, with a view to entering them in to a learning journey booklet for each child. These are very much in their early stages and the information collected has yet to be used to specifically identify the next steps in learning for individual children.

That there is no complacency is evident from the way the setting leader and staff have responded to the recommendations from the previous inspection which have been appropriately met. All the required policies now meet requirements in full and documentation shows full regard to current legislation, standards and guidance in order to promote the welfare, care and learning of the children. For example, comprehensive health and safety and risk assessment procedures are followed. There are logs which allow for the detailed recording of accidents and incidents and to ensure children's medical needs are met should they be required, though this is rarely the case.

The supervisor is developing a good understanding of how young children learn and of how to plan more formally for their learning opportunities and to organise the setting so that children progress well and are happy and well cared for. It is evident from their responses that staff are popular with parents and children and that partnerships with parents are strong. They were unanimous in expressing the view that their children were happy to come to after school club. They are well included in any special events which are planned. They receive good quality information about many aspects of the work of the setting, particularly aspects which relate to their children's safety and welfare. Information is shared about progress more occasionally and informally.

The quality and standards of the early years provision

Activities are carefully and conscientiously planned each week to provide interest and enjoyment for the children. This is further enhanced by the opportunities for children themselves to make their own choices and suggestions about an activity or a topic theme. For example, a suggestion from one child that they should learn

about soldiers and castles, resulted in the children working together to build a large model of a castle from recycled materials which they were then able to use in small world play to act out their own stories. Longer term planning ensures that over time activities are provided which allow children to meet opportunities across all areas of learning both indoors and outdoors. Staff get to know the children very well, particularly their likes and dislikes, but they have only recently started to record their observations of what children know and can do against the criteria of the early years framework in order to establish gaps and next steps. They have yet to consistently use these observations and assessments to clearly identify learning priorities in planning rather than a broad task and then to report progress and achievements to parents more systematically. However, observations of children during the inspection, evidence from photographs collected and discussions with the children themselves, confirmed that children progress well because they enjoy the interesting and relevant things they are given to do, that they are certainly happy in the setting and feel safe and well cared for.

There is a key worker system which means that there is always someone on hand with a detailed knowledge of individual children. There is also flexibility in this system in that over time, children are allowed to express a preference for the adult with whom perhaps they would choose to turn with any worries or concerns.

A great deal of time is spent in the extremely convenient and flexible outdoor area where children are encouraged, and delighted, to be active. There is a hard play area where younger children join adults and older children in game playing, including games which develop their mathematical and a range of personal and social skills. In addition, children have access to an adjacent purpose-built infant playground with fixed equipment which not only contributes to the development of their physical skills but their creative skills also as, for example, they role play on the pirate ship. There is a large field where ball and team games can be played and a nature trail in which children can be seen to develop their knowledge and understanding of the world as they observe 'creepy crawlies'. The range of facilities outdoors also ensures that when older boys, for example, choose to play more active and boisterous games there is still somewhere for the youngest children to play quietly and safely.

Learning opportunities are presented to children through topic themes, sometimes chosen by the children themselves. A current theme on growing has helped them to develop their knowledge and understanding of the world through planting bulbs and seeds and watching them grow. They develop their mathematical skills by measuring the progress of the growing plants and their artistic skills by making and decorating heads in which they will grow 'grass hair'. Their speaking, listening and creative skills are also developed well as they enjoy dressing as different characters in the role play area. They learn about how they can keep babies healthy and safe in the baby clinic. They learn about the work of the police and how to keep themselves safe when a parent visits in her police uniform and talks to them about her work. Speaking and listening skills are often well developed by quality conversations with adults and questioning as adults work alongside children as they work on a craft activity, play with a table top game or work on the computer. Children's understanding of religions and cultures is suitably developed as they share stories and make crafts, for example at Chinese New Year, Diwali

and Easter. Lots of first hand experiences to help out and take responsibility ensure that children's contribution to the community is good. They look after themselves, each other and resources. They make their own choices about the healthy snacks and drinks that they choose freely; they carry out hygiene routines well and raise money for charities. Older children show care to the youngest by helping to collect them from classrooms at the end of the day and ensuring they have someone to play with and play safely and happily whilst at the setting.

Providing for the good welfare of children is of central importance to the ethos of the setting. The setting leader is most proud of the trusting and caring relationships which are formed. Adults consistently apply positive behaviour principles with rewards and sanctions which are known well to the children. As a result, children behave well. Rigorous routines to ensure safety, health and hygiene are adhered to by everyone. Staff have qualifications in food hygiene and health and safety. Areas for food preparation are kept spotlessly clean and children replicate this at snack times when they help themselves to healthy fruit and other healthy snacks and carefully pour their own drinks. They use equipment safely and conduct themselves sensibly around the setting.

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?	2
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?	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

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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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