

Wedmore After School Care Club

Inspection report for early years provision

Unique reference number	511566
Inspection date	04/06/2009
Inspector	Eira Gill
Setting address	Wedmore First School, Wedmore, Somerset, BS28 4BS
Telephone number	01749 870065
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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

Wedmore After School Care Club is a privately owned setting based in Wedmore First School in Somerset. The setting has close links with the school and has disabled access. It caters for children from four to 15 years of age.

The setting is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children aged from four to eight years may attend club sessions at any one time. There are currently 145 children on roll, including those in the holiday play scheme. 21 of those children are in the early years age group.

The setting opens Monday to Friday. The breakfast club is open from 08.00 to 09.00 and the after school club from 15.25 to 18.00. The holiday play scheme is open from 08.30 to 17.30. The setting serves the local community, the host school, the on site pre-school and other local schools including a Middle School.

The accommodation consists of the school hall, the library, playground, playing fields and the swimming pool. There are seven members of staff including the owner/manager. One member of staff is a qualified teacher, one is a music graduate, three (including the owner) have a National Vocational Qualification at level 3 and one assistant works mainly in the kitchen. All staff members have first aid certificates.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Partnerships with parents and the host school, as well as the other schools that the children attend during the day, are effective. The setting offers an inclusive and welcoming service and meets the needs of all children. All systems in place are effective and ensure that children in the early years age group enjoy a wide range of activities and make good progress. Planning and assessment are linked well and children's interests and progress are noted daily. Staff members ensure that all children are safe and secure. A strong commitment to improvement is very evident and the capacity to improve is good.

What steps need to be taken to improve provision further?

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

- begin to complete the formal self-evaluation document
- improve links even further with the host school by arranging meetings from time to time to discuss the progress and well-being of the early years children

The leadership and management of the early years provision

The manager and her staff members work together efficiently and with enthusiasm. They know each other's strengths well and are a good team. Although the self-evaluation form has not yet been tackled, all staff members evaluate the success or otherwise of their planning and how the children have responded. For example, it was deemed necessary to change the use of part of the outside environment where the older boys play football because it was affecting the younger children's play. Staff members are very careful to assess the needs and progress of the children in the early years age group to ensure that planned activities and resources suit their immediate needs. All staff members support the children and promote inclusive practice.

Links with parents are good. Very positive comments were made, such as 'We are very pleased', 'He looks forward to coming', and 'a good mix of unstructured activities'. Links with the pre-school on site are good and the manager particularly values the booklets that the pre-school children bring with them each time they attend the setting. She often reads them to discover what the children have experienced during the day and may alter the planning accordingly to complement the child's experiences. Links with the host school are good and the manager feels she can talk to the headteacher at any time about aspects of provision that she has concerns with. However, links could be improved even further by meeting with relevant staff members to discuss the progress and well-being of the children in the early years age group. Links with the other schools that the children attend are good as one of the assistants picks them up from their various schools and ensures she finds out what sort of day the children have experienced.

Procedures for safeguarding children are good. Staff members are vetted thoroughly. The areas, resources and furniture that are used are safe, suitable and checked daily. Doors are kept securely locked.

The quality and standards of the early years provision

The setting is a safe place for children of all ages and their welfare is promoted well. On arrival, they join the queue for healthy snacks and drinks of water after using the wet wipes to ensure their hands are clean. Children, including brothers and sisters, enjoy the opportunity to sit and eat together, chatting about their day.

There is a sensible balance of adult-led activities and activities chosen by the children to ensure the provision for learning and development is of good quality. A few of the older children choose to use the quiet library area to complete their homework and others use the wide range of craft materials to create models. Several children enjoy using the impressive range of Lego pieces to make models. Older boys go outside and practise their football skills. The younger children enjoy pottering about the hall sampling the activities, such as gluing and sticking, and also go outside to play in the school field. The free-flow of activities ensures that the children enjoy their time in the setting and relax after their day in school. One of the assistants, a qualified sports teacher and tennis coach, ensures that the

children play with equipment that will move their physical skills and development forward well. Children's progress is good and this will help towards their future economic well-being. Children play with hula hoops and juggling equipment or push the toy prams around. Children use the Trim Trail and practise their balancing skills. The younger children join in and understand the importance of playing in a safe way.

There is a clear sense of community. Children have made firm friendships over time and respect each other's diverse needs. They are given opportunities to tidy up and to make a good contribution to the setting. When parents arrive to collect their children it is clear that good relationships have been formed with staff over time. Parents are aware of this and one said, 'The helpers are friends as well as staff.'

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

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