

The Lanes Out of School Club

Inspection report for early years provision

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EY320651

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Inspector

Ian Jones

Setting address

Scargill C of E Primary School, Beech Lane, West Hallam,
Ilkeston, Derbyshire, DE7 6GU

Telephone number

01159 440810

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

The Lanes Out of School Club is privately owned. It opened in February 2006 and operates from the school hall of Scargill C of E Primary School. It is situated in the village of West Hallam on the outskirts of Ilkeston. A maximum of 40 children aged three to 11 years old may attend the out of school club at any one time. There are 50 children on roll. The out of school club is open each week day from 07.45 to 08.45 and from 15.25 to 18.00 term time only. All children share access to a secure enclosed outdoor play area. The club supports children with learning difficulties and/or disabilities, and those who speak English as an additional language. The club employs six staff. Five of the staff, including the manager, hold appropriate early years qualifications.

The setting is registered under the Early Years Register and under the compulsory and the voluntary parts of the Childcare Register. There is access to an outdoor play area and the playing field. There is suitable access for children and adults with physical difficulties. The club receives support from the local authority and works in partnership with the school.

Overall effectiveness of the early years provision

Provision at Lanes Out of School Club is satisfactory. The leadership is sound and effective team work ensures that all children in the Early Years Foundation Stage are included in what the setting has to offer, happy and well cared for. As a result, the children want to attend and enjoy their time with their friends. The positive changes made since the last inspection and the leadership's commitment to doing the best for the children demonstrates that the setting has sound capacity for further improvement.

What steps need to be taken to improve provision further?

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

- strengthen self-evaluation procedures in order to secure continuous improvement
- refine planning of the sessions so that the learning objectives are clear and age related
- ensure that regular risk assessments are conducted and recorded.

The leadership and management of the early years provision

The Lanes Out of School Club is led and managed satisfactorily and the capacity for further improvement is sound. The play leader has a satisfactory understanding of the setting's strengths and areas for development, aided by the recent introduction of self-evaluation procedures. The issues identified at the last inspection have been tackled satisfactorily. Relevant policies, including those concerning child protection and for dealing with sick children are appropriately in

place. Procedures for safeguarding children meet requirements.

Leaders and managers ensure childrens' satisfactory learning and development. A strength of the provision is the promotion of children's personal development. Children of different ages work well together; they form strong friendship groups and show respect for each other. The relationships between adults and children are good.

Routine risk assessments are satisfactory and undertaken on a regular basis, although these are not formally recorded. The safety and welfare of the children has an appropriate emphasis. Accidents are dealt with well because members of staff have first aid qualifications. There are satisfactory signing-in and checking procedures. Any unexplained absences are followed up swiftly. At the end of each session children are handed over safely to the named person.

Links with parents are good. Systems for communication, including informal dialogue are firmly embedded. Parents say they are very happy with the provision. They appreciate the positive relationships they have with members of staff and the regular contact at the end of sessions. They feel that their children are well cared for and enjoy attending the sessions.

Links with the school are appropriately developed, although the setting does not formally share information on how well the children are doing or if they have any particular needs. Consequently, this has the potential to limit the setting in its ability to ensure that each child makes the very best possible progress.

The quality and standards of the early years provision

Relationships are good. Strong links are fostered as the children quickly develop their relationships with staff. As a result, the children behave well and are polite. They know they can turn to any member of staff if there are any concerns. Children understand and are familiar with safety routines, such signing in and out and fire evacuation. They say they feel safe within the setting and enjoy the sessions.

There is a sound structure to the club sessions. Following registration, the children choose their healthy snack or take part in their chosen activity. This promotes their social development and independence effectively. Discussions with the children demonstrate that they know about the importance of personal hygiene, and have a satisfactory understanding of healthy eating and the importance of taking regular physical exercise. Although the vast majority of the children understand the importance of eating healthily, this is not always reflected in their choice of daily snack.

Children are provided with a wide range of opportunities that successfully promote their personal development and develop their ability to become independent.

Daily planning clearly identifies an activity that is adult-led with a choice of those that children initiate for themselves. Planning tends to state what the children are

going to do rather than what they are going to learn. As a result, staff and children are unclear about the educational purpose of the activity. The links to, and the inclusion of, the areas of learning for the Early Years Foundation Stage are not explicit. Children's views on the adult-led activities are sought and used appropriately to inform future planning.

A good range of equipment is available for the children to use and enjoy. This includes small games and construction equipment, computers and materials for creative activities such as modelling with scrap materials. This is supplemented by access to the school's popular adventure playground and an array of outdoor equipment such as balls and other small games apparatus. All treat the club and others' property with respect, sharing and playing sensibly. The children are encouraged to make a positive contribution to the community by taking responsibility, sharing games and developing friendships with others.

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?	2
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?	2
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?	2
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: Met

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