

Late Finish After School Club

Inspection report for early years provision

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Inspector

Elizabeth Ellen Mackey

Setting address

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Type of setting

Childcare on non-domestic premises

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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.

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Description of the setting

Early Start, Late Finish Out of School Club opened in 1998. It operates from a Scout Hut in South Norwood. The setting is registered on the Early Years Register and the Childcare Register to care for a maximum of 48 under eight children. Children from local schools attend on a before and after school basis. The setting also operates a holiday play scheme. There are currently 34 children on roll, of whom eight are in the early years age group. The setting supports children with special educational needs and those who speak English as an additional language.

The group has occasional use of the outdoor facilities of St Chad's school which is positioned directly behind the Scout Hut. There is ample space for children to participate in a variety of age appropriate activities. Fifty per cent of the staff team have a recognised childcare qualification, and the club is a member of the Kids Club Network and the Early Years Childcare and Development Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting promotes all aspects of children's welfare and development successfully. Staff work closely with parents and others to ensure they maintain ongoing information relating to children's needs and well-being. This enables them to support children effectively. The management team regularly reflect on the service the setting provides and plan and review action to ensure ongoing improvement.

What steps need to be taken to improve provision further?

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

- extend the opportunities for children to have access to outdoor play opportunities
- review the lost child policy to ensure the procedure is clearly defined

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded. There are robust recruitment procedures in place to ensure that children are cared for by vetted staff. All staff have received safeguarding training so they know the action to take if they have child protection concerns. Staff are well deployed and work well together; they have clear roles and responsibilities. An induction process is in place to ensure all staff are familiar with the setting's policies and procedures. These are regularly reviewed and are up to date, however, the procedure for uncollected children requires more detail.

The setting provides a service that is inclusive for all children and their families and they successfully promote equality and partnership with parents. Parents receive good information about the setting through newsletters and their views are also sought through the use of questionnaires. Parents are kept up to date with their child's progress through daily discussion. Children attend from several schools and there are established working partnerships in place.

Self-evaluation is effective in identifying strengths and areas for improvement and the provider demonstrates a clear vision for future development that is shared with staff. Areas where action is needed to improve the setting are well targeted to promote healthy outcomes for children, for instance making available an outdoor play area to offer children greater creative, social and physical opportunities. There are longer term plans in progress and a recommendation is made for improvements to the outdoor play facilities to be improved in the interim, within current restrictions.

The quality and standards of the early years provision and outcomes for children

Children demonstrate a sense of belonging, which is evident in their autonomy within the setting and their relationship with staff. They learn to keep themselves safe because they are involved in making the decisions about the boundaries and rules. Children adopt good personal hygiene routines when they wash their hands before they eat or after a messy activity. This helps protect them from the risk of cross-contamination. Children's dietary needs are met and they benefit from a snack when they arrive. The menu choices offer a balance of healthy options including fresh fruit as well as children's favourites, for example, hot dogs. Water is available throughout the session for children to help themselves. Outdoor facilities are limited due to a lack of available play space. Staff take the children in small groups to a secure area at the front of the premises where they enjoy skipping and ball games.

Children demonstrate good relationships with each other and staff at the setting. Key workers of children in the Early Years Foundation Stage use observations of children's achievements and discussions with them to plan a variety of experiences that build on their existing knowledge, skills and interests. Children self-select resources and make individual choices about how they spend their time after school. Children are also well supported by staff when they choose to complete homework tasks.

Children are encouraged and supported by staff. They enjoy manipulating and moulding clay and they proudly display what they have made. Younger children enjoy playing in the home corner; they are confident communicators and verbalise their imaginative play. Children become engrossed in problem solving as they build a model with the large construction. Children are confident and happy, they compete in a fun way, bringing pictures they have made to staff for feedback.

Children are included in decisions about the service in a meaningful way. They have discussion groups about the service and identify their needs, likes and

dislikes. Decisions from these groups are recorded and actioned, this values children's contributions and builds their self-esteem. Children's views are sought as part of the setting's evaluation process. Overall, children benefit from a good variety of interesting activities and a well-balanced routine that achieves a balance of adult-led and child-initiated activities.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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