

Lenthall Childrens Club

Inspection report for early years provision

Unique reference number EY277134
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Inspector Geoff Timms

Setting address Lenthall Infant and Nursery School, Marsh Avenue,
Dronfield, Derbyshire, S18 2HB
Telephone number 01246 414569
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

Lenthall Children's Club opened in 2004 and operates from the pre-nursery room in Lenthall Infant and Nursery School, Dronfield, Derbyshire. The setting is placed on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 21 children may attend the club at any one time. The club is open each week day from 07.45 to 09.15 and 15.00 to 18.00 in term time only. Children have access to a secure, enclosed outdoor play area. There are currently 117 children aged from 3 to 11 years on roll. Children from the local area use this club which currently supports a number of children with learning difficulties and/or disabilities and also a small number of children who speak English as an additional language. There is suitable access for those with mobility difficulties. The club has five staff; four, including the supervisor, hold appropriate early years qualifications and one is to working towards a qualification. The setting works in partnership with the school.

Overall effectiveness of the early years provision

The quality of provision at Lenthall Children's Club is good. It meets the needs of the early years children well because staff work hard to encourage children to participation in the interesting and creative activities on offer. Children from all backgrounds and abilities are fully included. The good leadership has maintained and built on previous strengths. All staff are committed to doing their best for the children so that overall, the setting demonstrates good capacity to improve further.

What steps need to be taken to improve provision further?

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

- ensure closer links and better communication about children's progress with their teachers
- ensure the planned training in child protection issues is carried out.

The leadership and management of the early years provision

Good management by the committee has ensured that the setting has continued to thrive despite some significant staff changes since the last inspection. Improvements are clear. The current leader has a positive attitude and a good knowledge of the needs of early year's children. She has a good grasp of how the club can develop and provide even better provision for children in the future. The input by staff when they work or play alongside children has a positive impact on each child's learning. The children are safeguarded appropriately and all relevant safeguarding checks have been carried out. However, this information is not recorded in a such a way that makes it easy for leaders and managers to know which checks have been completed, when they occurred or who checked the evidence. Updated child protection training has been planned, due to the staff

changes, this has not yet been completed. Risk assessments are carried out daily before children enter the room, and first aid arrangements are appropriate with staff having undergone the correct training for the age group.

The parents and carers spoken to during the inspection talk positively about the provision and the links between staff and parents are good. Children clearly enjoy the setting as some show a reluctance to leave when their parents or carers arrive to take them home. One parent wrote in a thank you letter 'I just wanted to say thank you for providing such an excellent children's club at breakfast time and after school.'

The quality and standards of the early years provision

Children make good progress as a result of the strong relationships with each other and between staff and their charges. This encourages children to take a full part in the good range of activities provided. A strength of the setting is the way older children who have left the infant school and moved on to different junior schools return to the club and keep up friendships and play with younger ones. This helps develop the children's contribution to the community and makes the club a pleasant place in which to play and learn.

Children's physical development is encouraged well through the use of indoor and outdoor toys and climbing apparatus, which helps support a healthy lifestyle. One group developed a limbo dancing game that gave them much enjoyment. Others like using construction materials to make spacecraft and other models, while most enjoy the creative activities with lots of opportunity for painting, cutting and sticking. Children develop their knowledge of how others live through special 'party' nights such as one recently based around the Chinese culture. Language development is good as staff take lots of opportunities to talk and extend children's vocabulary. For example, children are encouraged to make their own sandwiches and the adult supervising was able to introduce mathematical terminology regarding size, shape, thickness and other qualities alongside plenty of discussion about health and cleanliness.

Children's welfare is promoted well and is clearly important to all staff. Children trust the adults and confide in them. This is helped by the staff having a very positive attitude towards behaviour with the focus on rewards and praise through, for example, the 'good things' book. Children are thoughtfully cared for inside or in the outside areas. Good use is made of school facilities when they are available or the weather makes it appropriate.

Children's personal development is good. They get on well together and share toys and activities sensibly. They enjoy the range of activities, understand about staying healthy and safe and are being well prepared for their future lives. The staff keep good records and observations of what the children are able to do. They do not yet have close enough links with the school teachers to share this information which means messages about what children have achieved are not always passed on. This limits the setting in its ability to always ensure each child is making the best possible amount of progress towards the early learning goals.

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?	3

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