

Les Enfants @ Claydon Primary School

Inspection report for early years provision

Unique reference number EY358957
Inspection date 24/11/2009
Inspector Deborah Kerry

Setting address Claydon Primary School, Lancaster Way, Claydon,
IPSWICH, IP6 0DX
Telephone number 01473 423 264
Email alsnlinton@hotmail.com
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Les Enfants@Claydon Primary school was registered in 2007 and operates a breakfast and after school club in the nursery area within the school. There is a large, secure enclosed outside play area for physical play. The premises are fully accessible.

A maximum of 48 children may attend the club at any one time. There are currently 36 children on roll and of these, one child attends who is in the Early Years Foundation Stage (EYFS) age group. This provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is open each morning from 7.30am to 9.00am and from 3.20pm to 6.20pm each week day during term time. The club is open from 8.00am to 6.00pm during the school holidays. The setting supports a number of children with special educational needs.

The club employs two members of staff, both of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have their welfare, learning and development well provided for in in the Early Years Foundation Stage (EYFS) age group. Staff know children well and are able to support their individual needs and interests well. Staff keep parents up-dated on information regarding activities within the club through the notice board and regular newsletters. The setting has established some systems to evaluate and monitor their practice. However, this is not regularly up-dated to ensure continued improvement and the outcomes for children remain positive.

What steps need to be taken to improve provision further?

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

- improve the use of self evaluation to ensure that practice is regularly reviewed and that all policies, procedures and documentation are updated to reflect the individual setting and the implementation of the EYFS.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding on the procedures to follow should they have concerns for the welfare of a child. This is backed up by clear policies and procedures to support and maintain the welfare and safety of children. The staff complete daily checks when setting up to ensure that there are no possible hazards accessible to children. Further health and safety checks are undertaken

prior to preparing snacks and meals to ensure that children health remains a high priority. Children are reminded by staff to walk when inside, this helps to develop their understanding on how to keep themselves safe and prevents possible accidents.

Children are provided with a wide range of resources to support their learning and development. Staff plan a range of craft activities around different cultural celebrations throughout the year to support children's understanding on the beliefs and customs of others. Staff prepare resources and activities before children arrive, this allows children to make free choices in what they do and play with to promote their independence. Parents are provided with newsletters each term on the club's planned activities. A record is kept of the weekly menus for all meals and snacks provided which ensures they are kept up-dated with the club's procedures.

Staff are deployed well to support children and ensure the routines of the session run smoothly. The play leader has evaluated practice and put in place some changes to meet the EYFS that have positive outcomes for children. However, the evaluation has not been up-dated since the last inspection which shows that the setting are not proactive in maintaining continued improvement. Staff are supported in their training to develop their knowledge around child development to benefit children. There are a range of policies and procedures in place to support staffs good practice. However, these do not reflect the changes regarding the implementation of the EYFS or the staff working at the setting, to show their ongoing commitment to continued improvement.

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

Children learn about eating healthily as they are provided with a range of fresh fruit for snacks, which they can help themselves to independently. Children are fully aware of the need to wash their hands before eating snack. This develops their understanding on personal hygiene and promotes their health. Children can play table tennis, snooker and computer games inside to support their physical development well. They have access to the school playground to run and play and a range of equipment. This helps children to learn about keeping healthy through regular exercise.

The settings rules are clearly displayed along with examples of behaviour which are not acceptable which ensures that children know what is expected of them. There is a mix of adult-led and free play activities provided at each session to support children progress towards the six areas of learning. Children take turns to play games on the computer to help them develop their keyboard and mouse skills and their understanding on technology. Staff play music and songs to support the theme of Christmas and join in with singing songs that they know.

The staff liaise with the school teaching staff on a regular basis which ensures that children's care needs are well-supported. Staff discuss children's learning needs with school staff and work with them to meet targets set to help move children on in their learning. Staff ensure that all activities are adapted and monitor their input

which is tailored to children's individual needs and abilities helping to promote their independence well. Staff ask children what they enjoy doing as well as finding out their individual care and learning needs from parents which ensures that appropriate support can be provided. Each child is assigned a key person whom they can turn to for additional support and advice if needed. Children learn and play in a supportive environment, where staff know them well and ensure that they are all included and able to participate in the planned activities. Children spend time creating Christmas cards for family members. Staff help younger children with the words needed to write greetings and children cut and glue shapes to decorate their cards.

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	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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