

Lawley Leaders out of School Club

Inspection report for early years provision

Unique reference number

EY397232

Inspection date

01/02/2010

Inspector

Shirley Amanda Wilkes

Setting address

Lawley Community Centre, Lawley Village, TELFORD,
Shropshire, TF4 2PR

Telephone number

01952 506767

Email

Type of setting

Childcare on non-domestic premises

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Lawley Leaders Out of School Club is privately owned and opened in 2000. It has been with its current owner since 2009. The club operates from the local community centre, which joins Lawley Primary School and play area.

A maximum of 32 children may attend the club at any one time. The club is open each weekday from 8.00am to 8.45am and 3.00pm to 6.00pm during school term time and also some holiday periods, dependent on the need of families for the service. All children share access to an enclosed play area immediately to the front of the building and also to the school's play areas.

The setting is registered on the Early Years Register to care for no more than 32 children in the early years age group at any one time. They are also registered on the compulsory part of the Childcare Register. There are currently 52 children, aged between five and 12 years, on roll seven of whom are in the early years age range.

There are six staff who work with the children. Four hold early years qualifications to NVQ level 2 or 3 and the remaining staff are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development are effectively supported in the Early Years Foundation Stage (EYFS), as staff have a good understanding of children's individual needs. There are good partnerships in place with parents and other providers to exchange information on children's individual needs. Systems to evaluate and reflect on the quality of the practice are in place within the setting to ensure that continuous improvement is sustained. The setting is wholly inclusive and the uniqueness of each child is recognised and met.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain information from parents in advance of a child being admitted to the provision, regarding who has legal contact with the child, and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 15/02/2010

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

- develop the practise of seeking the views of parents and children in the self-

evaluation process.

The effectiveness of leadership and management of the early years provision

Children are safe as a result of the procedures in place to ensure staff are suitably experienced and qualified, with full vetting conducted to assess suitability. Staff demonstrate a good understanding of the safeguarding procedures. Children are never left unsupervised and all visitors identification is checked. Records of children's attendance are clear and accurate. Clear collection procedures are in place to ensure that children only leave with adults authorised by their parents or carers, however, no records are maintained about who has legal responsibility of the child. This could impact on the care given to the children.

Staff are clear about their roles and responsibilities and as a consequence, children are provided with a busy but safe environment and good adult support. There are clear risk assessments in place for all areas of the club. Daily checks are undertaken to ensure both inside and outside are safe and suitable for the children. Records of children's attendance are clear and accurate. Some staff are trained to administer first aid, holding current certificates and completing the required records to share with parents and carers, keeping them informed of their child's welfare. Systems for self-evaluation are in place within the setting, however, parents and children views have yet to inform the planning for continuous improvement.

Staff work hard to provide an interesting environment for all children and put out a wide range of easily accessible resources which cover all areas of learning. Staff ratios are good and records of children's attendance are clear and accurate showing that they receive high levels of adult support and are well supervised. Children are treated with equal respect and are all made to feel part of the group. Activities are available to all children to ensure equality within the club. Behaviour is good, children readily share resources.

Parents are provided with a wide range of information about the setting through the well resourced welcome pack, a notice board and daily discussion with staff. Management and staff build good relationships with parents, schools and other professionals who may be involved with the care of some of the children. They have developed links and share information with local school, regarding the children's learning and development, to ensure effective continuity and progression. Staff hold regular discussions to plan activities, identify training and linking children's attainment to the Early Years Foundation Stage through observation and assessment.

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

Children are happy, settled and clearly enjoy their time at the Club. With support from staff they quickly settle to the routines of the session, and independently

make choices from the wide range of resources available, such as the craft activity, construction materials, books or small world play.

Children are developing skills for the future as they are encouraged to share and take turns. They have devised a system for using the computers by using the white board to record their names so children know some one is waiting a turn. Great fun is had from the constructing of dens using tables and sheets. Older children can use the smaller room when wishing to complete home work or take part in different activities, for example the interactive computer game. Visitors into the setting help children's understanding of the local community such as the local community police.

Children freely access the cloakroom and see to their own personal needs, although staff are available if support is needed. Children know they must wash hands before eating or after using the toilets. They cover their mouths if they cough and have access to tissues. Documentation is in place which informs staff of any health or dietary issues children may have and records are kept of accidents or any medication administered. Staff have a good understanding of the Early Years Foundation Stage, consequently children's progress is well supported within the remit of the club. Effective systems are in place for staff to make observations and assessments of each individual child's learning. Management and staff have also developed systems to use the information gained, to plan the next steps in children's learning and to ensure that children make the best possible progress. A varied range of activities are planned to cover the six areas of learning.

Children help themselves to drinks and the healthy choice of snacks, on arrival from school, and enjoy the interaction with their friends as they sit and eat together in small groups at tea time when they enjoy a variety of healthy light meals. Such as pasta and cheese or beans on toast. Children are able to access the outdoor area for more energetic play and enjoy indoor play using the trampet and the parachute.

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	2
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