

Locking Stumps Lynx Club

Inspection report for early years provision

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Inspector

Sheila O'Keeffe

Setting address

Locking Stumps Community Primary School, Glover Road,
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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

Locking Stumps Lynx Club was registered in 2007 and is privately owned. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from four rooms within Locking Stumps Community Primary School in Birchwood, Warrington and has access to a playground and a playing field. Children mainly from the host school attend. A maximum of 32 children under eight years may attend at any one time. Older children also attend the setting. There are currently 63 children on roll. The setting supports children with special educational needs and disabilities. It operates each week day during term time from 7.15am to 8.45am and from 3.15pm to 6pm. The setting also operates Monday to Friday during school holidays from 7.15am to 6pm. Five staff work within the setting and of these four hold an appropriate early years qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall the quality of provision is satisfactory. The setting provides a welcoming, relaxed and safe environment where children have the opportunity to have fun and learn through play. Children enjoy their activities and are making satisfactory progress towards the early learning goals. Staff observe the children and are beginning to record what they can do. However, there are no clear systems in place to use the observations in order to assess individual children's progress and plan for their next steps in their learning and development. A positive relationship with parents ensures staff satisfactorily meet the individual needs of children. The setting has addressed the recommendations set at the last inspection and is beginning to use self-evaluation to identify areas for improvement. It shows satisfactory capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to develop planning and assessment and ensure that children are observed on a regular basis in order to identify the next stage in their learning and development
- develop further the system to monitor and evaluate the quality of the provision in order to identify targets for further improvement.

The effectiveness of leadership and management of the early years provision

Staff show a satisfactory understanding of the Early Years Foundation Stage and have effective recruitment and safeguarding procedures to help and protect children. Systems are in place to ensure staff are appropriately qualified and have

relevant experience to care for the children. Written policies and procedures are in place to promote children's health, safety, enjoyment, and ability to make a positive contribution. Staff aim to provide an inclusive environment where children make informed choices about their play. Children have access to an acceptable range of age appropriate play resources and toys which promote their awareness of difference and the wider world.

Staff gather information about the children's individual needs. Information is shared between staff in the host school and the setting to inform children's learning and development. However the setting is yet to establish how the planning of activities, observations of the children, assessment and information from the school will be used to further improve children's individual progress. Information is shared with parents about their children's care and achievements. Parents feel their contribution to their children's learning is valued. For example they are asked to provide information about their children's likes, dislikes and learning at home. Staff use this information to inform planning of activities.

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

Clear procedures are followed by staff to ensure children are escorted safely to and from the setting. Children show familiarity with routines as they arrive and quickly settle. They receive a warm welcome and are able to relax with their friends whilst the registers of those present are completed. Those who are tired after school can rest and relax in the soft furnished area and choose a reading book or quiet jigsaw activity. Good relationships are formed with older children who mix well with the younger ones and are considerate and helpful towards them. Children form good relationships with caring staff who respond to their requests and choices of activities. The setting promotes inclusion effectively and respects each child's individuality. Children display developing social skills, for example as they share activities with older children and make autumn mobiles with items collected from the grounds.

Staff gather information from parents and the school about children's starting points and interests. Children engage in outdoor activities which include play equipment in the large playground and field area. Their interaction with older children effectively challenges and improves their own physical development. Indoor activities are well arranged to give a suitable range and choice. Children have free access to activities and resources which support their interests. Activities cover the six areas of learning generally well. Staff plan a range of appropriate experiences for children for example, playing outdoor games to develop their physical development. However, staff have yet to establish how they will provide more personalised learning to help support the next steps in learning for each child. Children develop a good awareness of following a healthy lifestyle and hygiene routines. They understand the importance of washing their hands before eating. They choose from a specially prepared menu of food from different countries which helps to promote their awareness of healthy eating and appreciation of differences in the wider world. They enjoy talking about the different foods they enjoy. Children are well supported by staff who encourage

them to be safe and develop good habits when using cutlery and clearing away. Children learn about the importance of acceptable behaviour in the setting. For example, children are invited and take turns enjoying the benefits of the 'top table'.

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?	3
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	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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