

# Winthorpe After School Club

Inspection report for early years provision

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**Unique reference number**

EY342862

**Inspection date**

06/10/2009

**Inspector**

Tara Street

**Setting address**

Winthorpe Primary School, Gainsborough Road, Winthorpe,  
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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

Winthorpe After School Club is privately owned and managed. It opened in 2006 and operates from rooms within Winthorpe Primary School in the village of Winthorpe, close to Newark. The club has access to the school hall, a classroom, toilet and kitchen facilities together with outdoor play areas. The setting is also open to children from other local schools. A maximum of 22 children aged from three to under eight years may attend the setting at any one time. The club also offers care for children aged eight to 11 years. The club's opening hours are between 15.20am and 18.00pm, from Monday to Friday during term times only. There are currently 32 children on roll. Of these, 12 are under eight years of age and seven are within the Early Years Foundation Stage. The provision is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are five members of staff, including the managers, who work directly with the children. Three of the staff hold appropriate early years and/or playwork qualifications. The club receives support from the local authority and is a member of the 4Children network.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, the quality of the provision is satisfactory. Children are cared for in a warm and relaxed environment. They have developed close and considerate relationships with the staff and their peers. Staff meet children's individual developmental needs appropriately and promote most aspects of children's welfare and learning successfully. However, systematic observation, assessment and planning systems have not been established as required by the Early Years Foundation Stage. The setting has built strong relationships with the school and informal, friendly relationships with parents. Planning for improvement, including processes of self-evaluation are not yet fully developed. As a result some of the records required for the safe and efficient management of the provision are not fully in place.

## What steps need to be taken to improve provision further?

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

- implement systematic observation, assessment and planning systems which monitor children's progress towards the early learning goals and identify next steps in learning. (Organisation) 05/11/2009

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

- update policies and procedures to ensure they are fully in line with the Early Years Foundation Stage

- implement systems for effectively monitoring the provision and outcomes through regular quality checks and self-assessment, leading to clear identification of targets for further improvement
- ensure parental signatures are gained on accident records to show that parents have been informed of any injuries sustained and the treatment given.

## **The effectiveness of leadership and management of the early years provision**

Staff have a secure understanding of the setting's safeguarding children procedures, which helps to protect children from harm and neglect. They clearly understand their role in reporting any concerns. Staff members are appropriately qualified and deployed to provide sufficient levels of support for the children attending. There is a clear recruitment policy in place, which ensures all staff who are employed are vetted for their suitability and undergo a sound induction process. Most records, policies and procedures that support the setting in promoting positive outcomes for children are well maintained. However, these have not been updated to ensure they fully reflect the Early Years Foundation Stage requirements. Parental signatures are not consistently gained on accident records to show parents have been informed of any injuries sustained and the treatment given to children. Regular risk assessments ensure hazards are reduced and staff follow a clear site security policy to ensure children can play safely and enjoy their time at the setting.

The manager has an informal system in place to monitor and evaluate the provision and is aware of some of the areas for improvement. However, methods for identifying weaknesses in order to implement improvement are not consistently effective because structured quality checks and self-assessment are not carried out. The recommendations made at the last inspection have been suitably addressed.

Staff form appropriate relationships with parents and carers of children. They exchange verbal information at the end of each session, keeping parents informed about what the children have been doing and the care they have received. There are appropriate links with other early year's practitioners to ensure consistency for children.

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

Children are happy, confident and well settled in the setting. A suitable range of age-appropriate activities and resources are made available to children and they quickly become involved in an activity of their choice. For example, children enjoy organising cutting and sticking activities, games of football in the outside play area and work in groups to set up the train track. Staff have an appropriate understanding of the Early Years Foundation Stage and therefore, children's progress towards the early learning goals is generally supported. However,

observation, assessment and planning systems have not been established which limits the setting's ability to ensure each child's needs are being met, as required by the Early Years Foundation Stage. Staff know children well and offer stable and consistent care. They model positive behaviour towards each other and children. As a result, children have positive attitudes and manage their behaviour appropriately. For example, they are very patient as they wait to take turns at the craft table. They share ideas and create their own games, for example, they discuss what to make with the building bricks before deciding to make a house. Children solve problems as they take part in art activities, put games together and play with construction materials. They enjoy free access to an appropriate range of mark-making materials and enjoy drawing pictures and designing Halloween posters. Children experience suitable opportunities to access information and communication technology to support their learning such as using battery operated resources and games consoles. Children learn about the wider world through a variety of planned themes such as, countries of the world and through celebrating a range of cultural festivals.

Children are developing an appropriate sense of safety. They know the procedure to follow in the event of an emergency and understand the safety rules as staff give clear explanations of the possible consequences. Their awareness about healthy eating is suitably promoted through planned activities and discussion. Children regularly play outside with a range of equipment which helps the development of their physical skills. For example, they participate in team games of football, practise their throwing and catching skills and experiment with pogo sticks and scooters.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met