

Ali's After School + Breakfast Club

Inspection report for early years provision

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EY343639

Inspection date

10/11/2009

Inspector

Karen Ling

Setting address

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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

Ali's After School and Breakfast Club is run by a management committee and has been registered since November 2006. It operates from the dining hall, school assembly hall, a classroom and playing field at Inglewood Infant School. The school is situated in Harraby in Carlisle, Cumbria. Children from this school and the neighbouring junior school may attend this provision. A maximum of 32 children under eight years may attend the setting at any one time. The club currently takes children from three years of age and also offers care to children aged eight years to 11 years. There are currently 45 children attending the club. Of these 32 are under eight years and of these nine are within the Early Years Foundation Stage (EYFS). The club supports children with special educational needs and/or disabilities. The setting is open each weekday, in term time, from 7.45am to 8.50am and from 3pm to 6pm. A holiday club operates each week day during school holidays from 8am to 6pm. The club employs six staff, all of whom, hold appropriate childcare qualifications. The manager holds a Foundation Degree in Early Years. The provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The provision is organised effectively to ensure that those children in the Early Years Foundation Stage are safe and have access to a good range of activities and resources appropriate to their ages. Although key members of staff appointed to work with this group have suitable plans in place, not all staff have sufficient awareness of their individual needs and stages of development. As such when key members of staff are not present children's learning and development needs are not fully supported. Self-evaluation identifies some strengths and areas for development but little has been done to ensure that all staff are involved in securing improvements. The setting 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:

- develop leadership and management by setting high expectations of all staff, providing clearly defined roles and responsibilities and supporting and monitoring staff performance effectively
- promote equality and diversity more effectively to give children a greater awareness of diversity within the wider society
- encourage higher levels of independence by supporting children to prepare their own snacks and pour their own drinks
- develop the effectiveness of self-evaluation by involving all staff and service users so that areas for improvement are clearly targeted to bring about

- improvement in provision and outcomes for children
- develop a manageable system for sharing observations and assessments and using information to inform next steps in learning for each child.

The effectiveness of leadership and management of the early years provision

Robust systems are in place for the vetting and recruitment of staff to ensure their suitability for working with children. Staff have received appropriate training in safeguarding issues and procedures; detailed written procedures are in place and available to all parents. Clear policies and procedures underpin the effective day-to-day running of the provision and ensure children are safe and well cared for. Risk assessments are completed each day to minimise potential risks to children.

Leaders and managers are dedicated and generally well organised. They have created a committed team of staff who are focused on providing children with a secure and enjoyable experience. However, roles for deputising and ensuring responsibilities are delegated during staff absences are not securely in place. Although leaders and managers have made a start on evaluating the quality of the provision the process does not yet include all staff and service users. Some weaknesses in provision have not been accurately identified.

The close links with the host school have a positive impact on the provision and outcomes for children. For example, shared resources ensure children have access to an appropriate range which cover all areas of learning. The classroom used by the EYFS children has direct access to the outdoors. However, plans do not ensure that this area is sufficiently available with a range of play resources, toys and equipment. Staff know children well and provide a good level of support for children with special educational needs and/or disabilities. They effectively promote equality and diversity amongst the children in their care, though less is done to promote the diversity within the wider society.

A friendly rapport has been developed with parents who speak positively of the provision. The parent notice board displays the necessary documentation including policies and procedures. The regular verbal exchange between parents and staff helps to keep all adults informed about children's changing needs.

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

Children's welfare needs are suitably supported, children are happy and settled, they feel safe and secure during their time at the club. Staff show a good awareness of the procedures for escorting children to and from the different areas used during, before and after school care and the holiday club. The session before school provides a variety of activities suitable for the needs of children. At the start of the after school session children quickly settle in groups for a snack and drink prepared by staff. They learn to follow essential hygiene routines such as washing hands before eating. They enjoy a varied and nutritious selection of snacks and a

choice of drinks. However, the opportunity for children to develop skills by preparing it for themselves is not well planned.

A range of activities are available for children, staff encourage them to persevere and extend their play ideas through close supervision and skilful interaction. For example, they enjoy making up games as they play in the role play area. They enjoy listening to stories and looking at books in the cushioned library area. Craft activities offer children opportunities to make objects with adult help. They enjoy building with construction equipment and demonstrate developing speaking and listening skills as they discuss with staff and peers what they are making. Staff know the children well, through their links with them during the school day. As a result they know how best to encourage personal and social skills. Children's behaviour is very good and they show developing awareness of each others needs as they share and take turns. Some days children access the outdoor area. The large open grass area and wooden adventure equipment enable children to run, climb and balance.

Children's individual records of development are held by the reception class teacher and currently any observation or assessment information gained by staff at the club is passed on. Consequently, club staff do not have the necessary information to hand and plans do not sufficiently take account of information to guide children's next steps in learning. When key members of staff are not present, cover staff do not have any information to guide the support they give to individuals. This in turn impacts on the quality of provision for each child and their outcomes. Consequently children make satisfactory progress overall.

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	2
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	2
The extent to which children adopt healthy lifestyles	3
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

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