

Archbishop Cranmer Orston Flintham Fun Club

Inspection report for early years provision

Unique reference number	253351
Inspection date	02/12/2009
Inspector	Patricia Underwood
Setting address	Archbishop Cranmer Primary School, Abbey Lane, Aslockton, Nottinghamshire, NG13 9AW
Telephone number	07908 755974
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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

Aslockton, Orston and Flintham Kids Club opened in 1998 in the Archbishop Cranmer Cof E Primary School. The club has use of the hall, toilets and outdoor play area. It offers places to children who attend Archbishop Cranmer, Orston and Flintham Primary Schools. Links with the school have been established.

The club is on the Early Years Register and the compulsory and voluntary parts of the childcare register. A maximum of the 24 children aged under eight years may attend at any one time. However, none of the children may be under three years of age. There are currently 150 children on roll of whom 45 are in the early years age group. Older children up to the age of 11 may also attend. The club is open five days a week, Monday to Friday from 8.00am until 9.00am for the breakfast club and from 3.30pm to 5.45pm for the after school club, during school term times only.

The holiday club which operates most holidays except Christmas is open from 8.00am until 6.00pm and any child living in the local area is permitted to attend. 11 staff work on a part-time basis with the children. All either hold relevant qualifications or are working towards them.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall the quality of the provision is satisfactory. Staff are caring, welcoming and ensure children enjoy their time in the club. It meets the needs of the early years children well. A good range of activities are provided catering for all age groups who attend in this fully inclusive environment. Parents express positive views about the club. Staff at the club have only recently started to discuss what the club does well so capacity for further improvement is satisfactory.

What steps need to be taken to improve provision further?

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

- develop planning to clearly show how each activity relates to the areas of learning
- firmly embed the recently introduced assessment procedures and use the information to more effectively inform planning and meet the needs of all the children
- ensure staff are involved in the evaluation of the club and develop a formal recording system that highlights strengths and areas for improvement.

The effectiveness of leadership and management of the early years provision

All staff work hard to ensure the smooth running of the club on a daily basis. This is made more difficult by the fact that the club is held in the school hall so has to be set up each day. All policies relating to safeguarding and child protection are securely in place but these are in the process of being updated. Risk assessments are carried out every day before each session. Any proposed visits are carefully assessed for risks before the children go and carefully documented. Child protection is a priority and procedures are in place to identify any child who may be at risk. In addition, staff are vetted and suitably qualified. Attendance on relevant courses to extend staff's knowledge is encouraged, but courses are not always readily available.

Parents speak well of the club. 'Child is very happy to attend'; 'Feel children are in good hands'. These comments reflect the parents' positive views of the club. Feedback and information about what the children have been doing at the club is usually given orally. Parents find this is sufficient. Staff are just beginning to compile learning journals for the early years children who attend the club.

Links with the school's foundation stage teachers is in its infancy, but the leader of the club realises the importance of discussion with these teachers to enhance staff understanding of what the children who attend the club do during lesson time. Links with the other two schools that children attend during the day have yet to be fully established.

The inclusive nature of the club means all children are made welcome. The club supports a number of children with special educational needs and/or disabilities. Additional guidance to ensure these children are appropriately supported is provided by the special needs co-ordinator in the school and other outside agencies.

All recommendations from the previous report have been addressed, however, there has been little discussion with the staff about how well the club is doing or what it needs to do to improve. The leader has just started to formally record the information and to highlight areas for development so the capacity for further improvement is satisfactory.

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

An exciting range of activities that cater for all age groups and interests is provided for the children as they arrive at the club. Children are keen to start enjoying themselves whether it's on the computer or playing football outside with a member of staff. However, the lack of detailed planning and comprehensive assessment procedures impinges on the type and relevance of activity that is provided for the youngest children and on the progress they make. There is no doubt that despite the limited planning and assessment these children enjoy themselves whilst at the

club. Staff are well aware of the need to develop the planning for the children in the early years age group and this is one priority for them.

Staff are caring, kind and supportive and have good relationships with the children. No matter what the activity, a member of staff can be seen talking to the children, asking questions and trying to extend their knowledge and understanding. The older children provide good role models for the younger children and help the development of personal and social skills. Younger children are learning to share, to take turns and to respect each other. The older members are very patient and kind to the younger ones and will help them play a game or build something. A nursery age child is helped by an older child to use a construction set and because of the help manages to make something recognisable. Other children rummage through the dressing up clothes, trying on multi coloured wigs and laughing with each other and having a great time. A small group enjoy watching a film. Children are well behaved because they know what is expected of them. All club members willingly help clear away equipment before other games or toys are brought out. These activities help to prepare the children well for the next stage of life.

Personal hygiene is encouraged as children use anti-bacterial hand wash before eating. Healthy snacks of fruit and sandwiches are available when the children are ready. However, there is limited opportunity to promote what a healthy life style entails. Games, such as football, are played in the outdoor area and are open to both girls and boys, thus enhancing physical development.

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	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	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	2
The extent to which children make a positive contribution	2
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