

Play and Learn Before & After School Club

Inspection report for early years provision

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| Unique reference number | EY391310 |
| Inspection date | 19/01/2010 |
| Inspector | Alexandra Brouder |
| Setting address | Thythorn Field Cp School, Bideford Close, WIGSTON, Leicestershire, LE18 2QU |
| Telephone number | 0116 288 9040 |
| Email | |
| 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

Play and Learn Before and After School Club opened in 2009 and is privately owned. It operates from Thythorn Field School in Wigston and children have access to the foyer, large open plan hall and classrooms and an enclosed outdoor area. Children attend from Thythorn School only. A maximum of 70 children aged from four to under 11 years, may attend the out of school club at any one time. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 30 children aged from four to under 11 years on roll, four of whom are in the early years age group. The club operates during term-time only from 7:00am until 9:00am and from 3:00pm until 6:00pm. The out of school club employs two staff, of whom both hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a secure and safe environment which, in the main, meets their needs appropriately. Most required documentation, such as records on children, policies and procedures are in place to support the needs and welfare of children at the setting. Partnerships with parents and others are satisfactory, although information given to parents at the end of the session is not always consistently shared to ensure that they are fully informed. The setting is developing a system for monitoring its practice to enable them to identify areas that require improvement, however, the range of activities offered to children are not always targeted effectively to meet or support and extend their learning and play. All children are valued and included at the setting enabling them to feel secure and confident.

What steps need to be taken to improve provision further?

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

- support and extend children's learning through ensuring that the learning intention of activities is clear and that staff reflect on and evaluate activities to ensure they promote children's learning in the six areas of learning
- ensure a balance of child-initiated and adult-led play-based activities, providing well-planned experiences based on children's spontaneous play, both indoors and outdoors and with particular regard to the studio area
- ensure that providers maintain a regular two-way flow of information with parents to ensure that they are fully informed of their child's day and progress
- ensure that the visitor record includes information on the purpose of the visit
- ensure that providers plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children's welfare needs are appropriately met as staff ensure that children are kept safe as they supervise them around the school, both indoors and out. Hazards to children are limited through the suitable organisation of areas to maintain children's safety. This is further supported through clear risk assessments which are monitored effectively and updated as and when required. However, resources and activities that children access are not always effectively organised to support their ability to make choices in their play and at times staff do not clearly identify the individual needs of some children that attend. Both staff have attended child protection training enabling them to identify any signs or symptoms and respond appropriately in line with Local Safeguarding Children Board procedures. In addition to this, a clear policy is in place, which is shared with parents, ensuring all are well informed. Most required documentation is in place and well maintained, however, the visitor records are not maintained appropriately.

The group has a commitment to continuous improvement. Although this is a new setting they have put together a self-evaluation form to enable them to identify areas for improvement. Both staff hold a qualification in childcare and have a sound understanding of the requirements of the Early Years Foundation Stage and its implications for out of school settings. Parents and carers are made to feel welcome as they arrive to collect children from the club, however, feedback shared with parents is not consistent and therefore parents are not always appropriately informed of their child's progress or with regards to what they have participated at whilst at the club. Clearly displayed policies and procedures, together with a detailed prospectus provide parents with information about the after school club. Links with the early years teachers are satisfactory and staff talk to them about how children have been during the day.

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

Children arrive and settle well at the after school club and are happy to spend time relaxing and enjoy eating a piece of fruit and drink before they begin to play with resources that are laid out for them. Most children enjoy adult-led activities, for example, staff today offered children the opportunity to make up a story as a group, talking about the characters that would be in it and what they wanted it to be about. However, younger children did not wish to take part in this and they were able to play freely with construction equipment, cars and trucks. This supports children's independence and enables them to choose what they wish to do. However, there are not always enough well-planned resources accessible, to enable children to be spontaneous in their play. In addition to this, staff are not always attentive to the needs of younger children, which can lead to children being less engaged in their play.

Children use their imagination well as they work together to invent a story,

drawing pictures to support this and discussing the names of the characters together. Evidence in children's folders shows that they have opportunities to use arts and craft equipment to draw, cut and paint. Their skills in problem solving, reasoning and numeracy develop as they construct figures and shapes and compare these to what others have done. In addition to this, children have many opportunities to play games, for example, snakes and ladders, counting the number of spaces that correspond with the dots on the dice and predicting how many more goes they will have before they 'win'. Planning shows that children are able to access the outdoors on a regular basis which includes a range of climbing equipment and lots of space for various ball games. Children behave well, sharing and taking turns when needed. For example, a child wished to use the puzzle that another child was using and waited patiently until the child had finished, thanking them as they handed it over to them. Children have opportunities to extend their knowledge and understanding of other cultures and lifestyles as they use the role play areas in which they can dress-up in a variety of cultural clothing, look at books and take part in activities that increase their awareness of festivals celebrated around the world, such as Diwali and Chinese New Year.

An inclusive environment is offered and staff know children well and are aware of their likes and dislikes, enabling them to put out activities that they know children enjoy. Staff are observing what children do and how they learn. However, this information is not yet used effectively to plan for the individual needs of children. Planning is in place, but does not show the area of learning which this links to or what they wish children to learn from this. This can lead to an disproportionate balance of activities that promote the six areas of learning. Staff work with other settings that children attend to discuss how they make progress through the six areas of learning, although this is not yet used effectively when planning activities for individuals.

Children understand the importance of good personal hygiene, for example, they know that they wash their hands before they have their snack and drink to 'get rid of the germs'. They enjoy a balanced diet and make choices in what they are offered for tea, for example, sandwiches, soups and toast, and children are offered a range of fruit every day to promote a healthy lifestyle. Children remain safe at the setting as they follow and listen to rules laid down by staff when moving around the building. In addition to this, children attend the setting during the day and therefore know the areas well. All children take part in the fire evacuation drill and inform the inspector of how they leave the building and what they would do, such as not taking their coats out, when this occurs.

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

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| 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

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| 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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| 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

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| 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 | 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

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| 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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