

Wigthom Breakfast & After School Club

Inspection report for early years provision

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Inspector

Stephen Andrew Blake

Setting address

Thomlinson Junior School, The Goose Market, High Street,
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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

Wigthom Breakfast and After School Club was established in 2009 and is located within Thomlinson Junior School in Wigton. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children have access to two adjoining classrooms, the quiet room, rug room, sensory room, school hall and associated facilities. The club has access to the school playground for outdoor play. A maximum of 16 children may attend the club at any one time. Wigthom Breakfast and After School Club is open from 7.30am to 8.45 am, and 3.15pm to 6pm each weekday during school term time.

Wigthom Breakfast and After School Club has entered into partnership arrangements with local schools and childcare providers. There are currently 30 children on roll, and of these, two are within the early years age group. The club serves children from Thomlinson Junior School and schools within the local area and supports children with special educational needs and/or disabilities.

Wigthom Breakfast and After School Club is managed by a voluntary management committee and employs a total of four staff. All staff hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff have an appropriate knowledge and understanding of each child's individual needs and promote most aspects of children's welfare effectively. Staff have established appropriate systems for the observation and assessment of children's learning and development, although they do not have systems to identify the next steps in children's learning. Staff have established an effective partnership with parents and share an appropriate range of written and verbal information about their child's needs and routines. Written risk assessments ensure that children are generally safe and secure at all times; although not all risk assessments were available for the inspection, and there were insufficient staff supervising children for part of the inspection. Staff have started to identify aspects of their provision they would like to develop further, and this commitment to ongoing self-evaluation demonstrates a satisfactory capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure the requirements of the adult:child ratios as set out in Appendix 2 of the Early Years Foundation Stage Statutory Framework are met at all times (Suitable People).

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

- ensure that records are easily accessible and available for inspection by Ofsted, with regard to the risk assessments for using the school hall and for collecting children from one local school using the walking bus scheme
- ensure the first aid box has appropriate content to meet the needs of children, with regard to the out of date items
- develop the system of self-evaluation to ensure that a programme of continuing professional development is applied
- develop the system of assessment to use what children already know to plan for the next steps in their learning.

The effectiveness of leadership and management of the early years provision

The emphasis on safeguarding is generally strong. Policies and procedures necessary to safeguard children's welfare are appropriately written and implemented effectively by staff. Clear vetting procedures ensure that all staff working with children are suitable to do so. Documentation relating to children's individual needs and care routines is well-maintained and reflects a good level of confidentiality. Visual and written risk assessments are undertaken daily as part of the routine for setting-up the club, and are reviewed regularly to help ensure that children stay safe. Written risk assessments are undertaken for the registered premises and for all specific outings including the collection of children from local schools through the walking bus scheme. However, some of these risk assessments were not available at the time of inspection. For part of the inspection there were insufficient staff supervising children to meet the required adult:child ratio; this is a breach of regulation, and compromises children's safety.

Staff are suitably qualified and work well together as a team. They are clear about their roles and responsibilities and have an appropriate understanding of the setting's strengths and weaknesses. Staff have begun to establish a system of continuous improvement to ensure their practice supports children to make satisfactory progress. For example, they plan to install individual coat pegs for the children and a dedicated notice board to develop the partnership with parents and improve the two-way flow of information. This helps to improve the overall quality of the early years provision and the outcomes for children. However, the system for self-evaluation is not yet fully in place and needs to be developed further. This means that identified areas for improvement are sometimes delayed. Resources are suitably deployed and this enables children to make satisfactory progress in their learning and development. An effective key person system ensures that all staff have an appropriate understanding of the children's individual needs.

Staff have an effective partnership with parents. Parents are valued as partners and are confident in the ability of staff to meet the individual needs of their child. Staff provide parents with access to written policies and procedures and regular verbal information about their children's learning, development and care routines. Parents report a secure relationship in which staff understand children's individual

home circumstances and provide children with appropriate and sensitive support. They describe staff as flexible and willing to adjust their plans at the last minute in order to accommodate parents' and children's care needs. Consistent and inclusive systems of communication with all parents, including parents of children with physical disabilities, result in effective partnership and engagement. Staff have established effective links with other childcare and education providers to ensure that children's needs are met and there is continuity in their learning.

The setting promotes equality of opportunity appropriately and works with parents to support and meet children's individual needs. Staff have organised the available space well to ensure that each child is fully included according to their ability and stage of development.

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

Staff have created a calm, welcoming environment and have effectively organised the available space to provide an appropriate range of resources according to children's ages and stages of development. Staff support children's development before and after school by providing a range of activities to enhance their learning. For example, children use construction resources and access a range of craft materials to promote their creative and physical development, and use board games and puzzles to support their problem solving, reasoning and numeracy skills. From discussions with staff, children regularly use the school playground for a range of activities to support their physical development. This supports children's learning and development across all areas of the Early Years Foundation Stage (EYFS). Staff ensure that resources are accessible, and this supports children to make their own choices and promotes their independence and self-esteem. During activities staff stimulate children's thinking effectively by asking a range of questions to support their learning. For example, as children draw candles or circles, staff ask questions relating to quantity and shape. This supports children's numeracy, problem solving and reasoning skills. Staff have an appropriate understanding of the EYFS and have established a system of planned, purposeful play, with a balance of adult-led and child-initiated activities. An effective key person system ensures there are efficient methods for observation and assessment. However, staff have not yet implemented a system to identify the next steps in children's learning.

Staff have a warm and caring relationship with children who form appropriate attachments to adults and other children within the club. They apply clear and consistent boundaries and involve children in drawing up the club rules. This ensures that children feel involved in the process, develop knowledge of what is expected and display positive behaviour. Staff know individual children well and provide them with a suitable level of sensitive and appropriate support.

Children enjoy their time at Wigthorn Breakfast and After School Club. They access a range of resources independently and have formed good relationships with each other. Staff use snack times as a relaxed opportunity for children to talk about their day and enhance their personal, social and emotional development.

Children understand how to keep themselves safe from harm by participating in a regular fire evacuation practice, and listening to staff talk about how to stay safe in the setting and when participating in the walking bus scheme. Staff have established generally appropriate systems to help children stay healthy for example, by explaining the importance of hand washing and good personal hygiene. However, there are out of date items in the first aid kit. Staff provide children with healthy snacks according to their individual needs, and drinks are accessible throughout the session. Children are developing independence and contribute towards the welfare of others, for example, as they help staff to clean up at the end of an activity. They are developing skills that will contribute to their future economic well-being as they negotiate through board games to support their learning.

Children's understanding of diversity and difference is enhanced as they celebrate festivals and special events from around the world. They access resources that reflect positive images of people from different cultures and with physical disabilities. This ensures that children learn to value aspects of their own lives and the diverse society in which they live.

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