

# PAL After School Club

Inspection report for early years provision

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<b>Unique reference number</b>	103215
<b>Inspection date</b>	20/01/2010
<b>Inspector</b>	Ronald Hall
<b>Setting address</b>	Antony C of E School, Antony, Torpoint, Cornwall, PL11 3AD
<b>Telephone number</b>	07900 553116
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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**

Pleasure & Leisure Out of School Club opened in 2000. It operates from one main room in Antony Primary School. The setting links with the school and a secure outside play area is also available. The setting serves the local area and the primary school children. There are currently 63 pupils and 10 early years children on roll. Children attend a variety of sessions. The setting currently supports two children with special educational needs and/or disabilities. The setting opens five days a week during school term times. Sessions are from 3.15pm to 6.00pm. Three part-time staff work with the children. Over half the staff have early years National Vocational Qualifications at level 2 or 3.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The quality of the provision is good. The children's feeling of being safe is outstanding. The wide range of good facilities and resources enable capable staff to create an environment that is very enjoyable. The provision meets the needs of all children, has disabled access and is fully inclusive. There is good capacity for continuous improvement.

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

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

- ensure that staff extend their conversations with the children
- update child protection training.

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

The head teacher of the host primary school is currently the named person for child protection until the planned updating of the manager's qualification is completed. All staff are fully trained in safeguarding and complete the relevant safeguarding checks. Safe recruitment requirements and risk assessments are well-applied. Staff and parents are fully aware of emergency procedures. All statutory documentation and procedures are in place. They are fully implemented to ensuring that the children are kept safe. Fire drill logs and registers are kept up-to-date and children know how to respond appropriately.

Although self-evaluation procedures are still being developed, the manager uses her good knowledge of the children and the setting to embed ambition and drive improvement effectively. The manager enlists the support of the school to help monitor and evaluate the work of the premises and makes sure that through regular staff training best practices are applied.

Staff have a good understanding of the children's skills and abilities enabling them to enhance their learning. Resources are utilised well to meet the needs of each individual child. Staff work very closely with parents in helping children to make good progress. The leader constantly monitors all aspects of the provision in order to sustain good quality learning and to ensure that all children are treated equally and are free from discrimination.

Parents are fully supportive believing the provision provides an excellent standard of learning. Parents feel staff have built very good relationships with both the children and themselves enabling their children to feel happy and very safe. One parent stated, 'I think it's lovely, it is like the area, a really close knit community.' Another stated, 'My child has come on leaps and bounds. They love mixing with the older children and being outside where they can run around.' The staff links well with the school's early years provision helping inform their practice.

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

The setting provides a stimulating learning environment. Staff plan activities effectively to meet children's needs. By using a wide range of both indoor and outdoor resources and activities the staff ensure that the children make good progress across all areas of learning.

The children develop excellent social and interpersonal skills. The children really enjoy attending, being very eager to tackle the wide range of activities provided. Two children enthusiastically played hide and seek together. They both stated they loved attending, as it was fun and they felt very safe. The excellent relationships between adults and children ensure staff both enhance and develop the children's learning. However, staff do not always make best use of extended conversations to enrich the children's language skills.

The outdoor area provides a good range of opportunities for physical and imaginative play, including a wide range of large and small play equipment. The staff use every opportunity to reinforce welfare routines and as a result, the children develop a good understanding of healthy living and know that they need to wash their hands on a regular basis. The children contribute well to their learning. One little girl happily created a 'heat pattern' with a member of staff discussing the colours and pattern created. The numerous toys and building blocks capture the children's imaginations and promote their creative development well. This was clearly demonstrated by one little boy who took great pride in building his own hide away. He was even more proud when some of the older boys asked to join him. Behaviour is outstanding and the children were extremely polite both to each other and adults at all times. The older pupils enjoy playing with the younger children and this interaction develops the children's social and inter-personal skills well.

Staff know the children well and ensure that those with special educational and/or disabilities are well-supported. A range of external specialists assists the provision

in ensuring all these children's needs are catered for. As a result, by the time they leave, children are well prepared for their future learning.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
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	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