

The Day Nursery in Towcester After School Club

Inspection report for early years provision

Unique reference number	EY390527
Inspection date	19/01/2010
Inspector	Fiona Robinson
Setting address	Towcester Church of England Primary School, Islington Road, Towcester, Northamptonshire, NN12 6AU
Telephone number	01327350332
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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

The Day Nursery in Towcester After School Club was registered in 2009. The club operates from the main hall, one adjacent room and associated facilities at Towcester Church of England Primary School with access to the playground for outdoor play. Arrangements are established to collect children from other local schools within the area. The school is accessible to all children with ramps fitted to entrance and exit doors to provide care on one level. The After School Club is registered to care for a maximum of 66 children at any one time. Currently, there are 42 children on roll, of whom two are under five years of age. The After School Club operates during term time only from 3.30pm to 6.00pm. The After School Club employs three members of staff, two of whom hold appropriate early years qualifications and the other member of staff is working towards this. The club is registered on the Early Years Register and 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.

Children enjoy the activities provided and behave well. Their safety and wellbeing are promoted effectively and partnerships with parents and the host school help the children to feel safe and secure. Children are included in interesting indoor and outdoor activities. Staff accurately identify strengths and areas for improvement. There is good commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the use of technology in the setting
- develop assessment and recording procedures for the youngest children
- develop the use of self evaluation in decision making

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of health and safety issues and safeguarding regulations and duties are met. They are deployed effectively to ensure children's safety. Staff carry out regular risk assessments and comprehensive policies and procedures are implemented to ensure the safety of the children. Security within the setting is good and there are robust collection procedures in place.

Partnerships with parents are sound. Information is shared through informal discussions and notices on the parents' board. Parents say that the staff are enthusiastic and approachable. They are kept informed of special events and are interested in their children's activities and involvement in the club. Staff are

developing assessment procedures and exploring ways of recording the achievements of the youngest children. Links are positive with the host school and the setting benefits from the use of the hall and the outdoor environment. Staff collect the children in order to ensure a smooth transition to and from school.

The club is well led and managed. Staff meet regularly and work purposefully together as a team. They have a clear idea of their strengths and areas for improvement. Self evaluation is satisfactory. Currently, they are developing assessment and recording procedures for the youngest children. They also recognise the need to develop the use of the computer and digital camera to support activities. They demonstrate a shared commitment to develop the setting and value the views of parents and children. Staff promote equality and diversity and include children in activities. Good use is made of resources to meet the needs of the children and these are tidily stored and easily accessed.

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

Children enjoy learning through play and help to choose the practical activities. There is planned and purposeful play in the indoor and outdoor environments. Staff effectively promote children's learning and evaluate their planning to inform future learning experiences. They are developing ways of recording the achievements of the youngest children.

Staff are good role models and have a clear and consistent approach to managing children's behaviour. They helped to compile the rules for the club. They develop good independence skills and successfully organise their own play. Children behave well and their confidence and achievements are praised and valued.

Children are helped to develop a positive understanding of healthy foods and taking exercise. They enjoy playing football and doge ball and are keen to practise their ball skills. They make healthy choices at snack time and cooperate well with one another as they access their food and drink. They gain a clear understanding of how to keep safe as they learn to use equipment safely and take part in fire drills. Their health and safety is promoted effectively through physical exercise. They cooperate well in team games.

Children develop their creative skills well. They enjoy designing and making cards and painting pine cones. They use paint to create colourful fingerprint patterns on paper. They enjoy coming to the club and benefit from a good range of well resourced activities throughout the session. Personal development and language skills are promoted well. Staff encourage the children to play tabletop games and make models. They cooperate well when playing parachute games and enjoy building dens and playing outdoors in the tyre area. There are limited opportunities to use technology in the setting. Children are keen to learn about festivals such as Christmas and the Chinese New Year. Overall, they enjoy coming to the club and are prepared for life outside the school day and the next stage in 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

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?	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	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	2
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	2
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	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