

# Heathcote Before & After School Club

Inspection report for early years provision

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EY271080

**Inspection date**

22/01/2010

**Inspector**

Fiona Robinson

**Setting address**

The Richard Heathcote County Primary School, The Drive,  
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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**

Heathcote Before and After School Club opened in 2003 and operates from the main hall and one classroom within Richard Heathcote County Primary School, Alsagers Bank, Stoke-on-Trent, Staffordshire. There is disability access to the building. A maximum of 24 children may attend the club at any one time. The club is open from 7.30am to 9.00am and 3.15pm to 6.00pm during school term-times and 7.30am to 6.00pm during school holidays. All children share access to a secure enclosed outdoor play area. There are currently 35 children aged from four to 12 years on roll, of whom seven children are under five years of age. Children come from the local area. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club currently supports a number of children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The club employs four members of staff. Of these, one holds an appropriate early years qualification.

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

Overall the quality of the provision is outstanding.

Overall the provision was judged to be outstanding, because children are fully included in a wide range of activities. Children enjoy their time at this setting and benefit from the excellent partnerships between staff, parents and carers, and the host school. They are cared for very well in an interesting and stimulating setting. Manager and staff have an excellent understanding of where their strengths and areas for improvement lie. There is an excellent record of continued improvement.

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

To further improve the high quality early years provision the registered person should consider:

- develop the use of technology in the setting.

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

Staff have an excellent awareness of health and safety issues. They protect children's safety very well and are vigilant in supervising children indoors and outdoors. They carry out regular risk assessments to minimise risk and provide a wide range of resources and equipment that are safe and suitable for their age. There are robust systems in place for parents to follow when collecting their children. Staff implement rigorous safeguarding policies and procedures and security within the setting is excellent.

Partnerships with parents and the host school are outstanding. Parents say their

children enjoy coming to the club and that it is very well run. Manager and staff value their views and keep them well informed of their children's achievements. Relationships are very positive and informal discussions, newsletters and the parent's notice board keep parents informed of special events and activities. Staff provide a sensitive, caring environment for children with special educational needs and/or disabilities and liaise regularly with parents. There are excellent links with the host school and the club benefits from the use of the hall and outdoor environment.

The club is very well led and managed. Manager and staff meet together regularly to discuss planning and assessment. They demonstrate an excellent commitment to the development of high quality practice. They have a very clear understanding of the self-evaluation processes and value the views of parents and children. They understand what works well and identify areas for improvement. Regular appraisal of staff is carried out and they rigorously monitor activities. Equality and diversity is actively promoted in this stimulating, well organised and inclusive environment. Children are fully integrated in activities and resources are used very effectively to meet their needs. They recognise the need to develop the use of technology in activities, through the use of the digital camera and computer.

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

There is well-planned play indoors and outdoors and children achieve very well. Staff use the children's ideas and interests when organising activities. They regularly monitor children's achievements and include examples of their work in their learning stories.

Children are developing an excellent understanding of how to keep themselves healthy and safe. They make sensible choices at snack time and take regular exercise in the outdoor environment. They enjoy making pizzas with healthy toppings and fruit smoothies. Outdoors they are keen to play football, dodge ball and volley ball. They gain an excellent understanding of using apparatus and tools safely. Children behave very well because adults have high expectations and have excellent relationships with one another. Their skills are developed very well through themes such as 'Autumn' and 'Winter' and festivals such as Diwali and Christmas. They enjoy learning about other cultures and are busy preparing dragon faces and lanterns for their celebration of the Chinese New Year.

Children are eager to come to the club and benefit from a wide selection of well-resourced activities. They develop their creative skills well as they make model elephants and design fridge magnets. They paint colourful plates for the Aztec Sun God and experiment with African hand painting. Pictures are created out of pasta and they carefully paint on glass. Independent choices are made as they write their own menus for snack time and they cooperate very well when playing parachute games. They enjoy dressing up and role play and are keen to experience food tasting and learn about life in other countries such as China and India. They enjoy exploring their local environment and woods. They have more limited opportunities to use technology in the setting. Overall, the children develop

their independence very well and are fully 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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