

Ribby with Wrea After School Club

Inspection report for early years provision

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Inspector

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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

Ribby with Wrea After School Club opened in 2003 and operates from the main hall of Ribby and Wrea Primary School, which is located in Wrea Green Village, near Blackpool. Children also have access to the Year 1 and 2 classrooms and to the grounds of the host school. The club is open Monday to Friday, from 3.30pm to 5.30pm, during term time. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children, aged three to under eight years of age may attend the setting at any one time. The club also offers care to a small number of children, aged from eight to 11 years. There are currently 43 children on roll, of which, five are within the Early Years Foundation Stage and a total of 37 are under eight years. The club supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are four members of staff, two of whom hold appropriate National Vocational Qualification at level 3 and one at level 2. One is unqualified. The setting is supported by the local authority Sure Start development team.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Effective care and welfare systems are fully in place, although, the regular risk assessments of the setting and associated equipment are not consistently recorded. Observations and assessments are used well, to support children's welfare needs but are not always clearly linked to their next steps of learning and development. The setting's systems for self-review of their strengths and areas for development are satisfactory overall, but are not yet providing sufficient drive towards continuous improvement. Partnership with parents is good and positive use is made of the regular links with the host school's early years management, to support children's progress. The setting's management has a satisfactory capacity for further improvement.

What steps need to be taken to improve provision further?

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

- improve the monitoring and evaluation of strengths and areas for development, in order to lead to continuous improvement
- ensure that the regular checks on the site and equipment are consistently recorded and include a note of when and by whom they have been inspected
- improve the use of observations and ensure that children's next steps of development are clearly identified and acted upon.

The effectiveness of leadership and management of the early years provision

Recruitment and appropriate vetting systems for staff are consistently applied and are readily available for inspection. Welfare policies and procedures are mostly in place and include regular fire drills and the recording of occasional accidents to children, which parents are invited to sign. However, although regular risk assessments of the site and equipment are undertaken, it is not always clear when and by whom the checks have been carried out. The use of observations to monitor young children's progress is good overall, but the information is not sufficiently utilised, to fully identify and plan towards children's next steps of development.

Frequent staff discussions take place about the development of the setting. However, these are not yet sufficiently focussed on the setting's key strengths and areas for improvement, in relation to the Early Years Foundation Stage. Parents are regularly kept in touch regarding their children's progress and they say that they are always made to feel welcome by the dedicated and friendly staff. The close relationship with the host school's early years management is good and includes regular informal discussions about the children's progress. Equality and diversity are promoted through range of day-to-day activities and topics, such as, the Chinese New Year, which help children to appreciate cultural diversity both locally and in a wider perspective. This also helps to ensure an inclusive practice for all children attending the setting.

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

Children enjoy the large open space of the host school's main hall, which is the central play area of this provision. Their friendly demeanour and smiling faces light up an otherwise gloomy day. They know to sit to one side of the main hall for registration, after arrival and the manager effectively uses this time to promote a brief circle time game, which adds to children's development. They are also offered a range of choices of games and activities. Children tuck into a healthy, after school snack, of sandwiches and fruit, with a choice of juice or water. There is good attention paid to personal hygiene, as a member of staff reminds children to wash their hands before eating. Snack time is also successfully used to encourage social development, as children choose where to sit, from a range of small dining tables neatly set out around the hall.

Later, children enjoy their chosen activities, such as, drawing and colouring, or the challenge of a construction game. Some children play on the setting's computer and others choose an interactive game on the very large television screen. A small group of very young children thoroughly enjoy acting out their fantasies in the dressing up and role play zone. Another group prefer the quiet area, where they can read a book or simply talk to their friends. Current planning by staff includes cultural events, such as, a celebration of the Chinese New Year. This helps children to enhance their knowledge of diversity. A range of photographs demonstrate that

the external play area is regularly utilised, to extend children's physical development and creative skills.

Children are encouraged to feel that they are all valued members of the club. Staff take time to sit down and have a chat with them and provide opportunities for speaking and listening. Regular praise is used to promote good manners and behaviour and this helps to develop children's self-esteem and confidence, as well as support equality of opportunity for all children. Children are aware of the boundaries and guidelines to encourage safe, careful play. Observations of children are used well to create informal booklets showing their general progress over time. These are regularly shared with parents, who appreciate the hard work and dedication of the setting's management. However, the observations are not always sufficiently used to identify and act upon the children's next steps of development.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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

Outcomes for children in the Early Years Foundation Stage	2
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	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