

Loxley After School Club

Inspection report for early years provision

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EY284361

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Inspector

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Setting address

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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

Loxley After School Club opened in April 2004, and operates from the nursery building within the grounds of Loxley Primary School, Rodney Hill, which is located in the Loxley area of Sheffield. Children also have access to the grounds of the host school. It is open from Monday to Friday from 3pm to 6pm during term time. The club is registered by Ofsted on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children, aged between three and 11 years old may attend at any one time. There are currently 40 children on roll of whom, 16 are under eight years old, and of these six are within the early years age group. The club supports children with special educational needs and those with English as an additional language. There are currently five members of staff, four of whom hold appropriate early years National Vocational Qualifications to at least level 3, with one having attained National Vocational Qualifications at level 4. The club is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Appropriate care and welfare systems are in place and are supported by consistently documented records. Observations and assessments of young children are beginning to support their learning, but are not consistently linked to their next steps of development. Partnership with parents is good but links with the management of the host school's Foundation Stage are under-developed. Management implement satisfactory systems and procedures to evaluate the provision's strengths and areas for improvement.

What steps need to be taken to improve provision further?

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

- improve the setting's monitoring and evaluation of its own strengths and areas for development and ensure that this leads to continuous improvement
- improve the links with the management of the host school's Foundation Stage in order to further support children's development and progress
- improve the effectiveness of child observations by consistently identifying and acting upon their attainment and planning for their next steps of development.

The effectiveness of leadership and management of the early years provision

High quality recruitment and appropriate vetting systems for staff are in place and are readily available for inspection. Welfare policies and procedures are fully in place, and include regular risk assessments of the site and recorded minor accidents, which parents are asked to acknowledge and sign. The use of

observations to monitor young children's progress is satisfactory, but the information collected and recorded is insufficiently utilised to identify and plan towards children's next steps of development.

Parents are kept in touch informally about their child's progress, and those spoken to are happy with the level of individual care and support given by the dedicated and friendly staff. However, the relationships with external agencies and the management of the host school's Foundation Stage are not yet used to further support the development and progress of children.

Systems of self analysis of the club's strengths and areas for development are informal, although satisfactory overall and they are currently providing satisfactory drive towards continuous improvement. Equality and diversity are promoted through a range of day to day activities and topics, which help children to appreciate cultural awareness and to ensure an inclusive practice.

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

Children are escorted to the club from the host school in the form of an informal walking bus. They enjoy their time spent in this large and warm setting, and they quickly settle down in preparation for registration when they are invited to answer to their own names. They clearly follow a well-rehearsed routine as they follow the instructions to 'wash your hands before eating', prior to sitting at tables to await a healthy afternoon snack of warm toast and juice or water. Some children volunteer to be helpers and they happily assist staff to deliver the toast to hungry mouths, around which children are licking their lips in anticipation. A very large television is switched on and a hush quickly descends, as children watch the screen whilst quietly eating and drinking.

A range of games and activities are available to support children's development and staff are on hand to provide guidance and advice. Although they are a little noisy at times, children's behaviour is good overall, and they have positive relationships with staff and with each other. Planning is informal and many activities are child-led. One member of staff is adept at inventing games 'on the spot' based on observations of children's interests and activities and this ability is utilised well to maintain interest and to develop a variety of skills. For example, after becoming aware that the children were keen to play football, mini goalposts were very quickly assembled and 'the game was on'.

Some activities enable children to develop numeracy and counting skills, such as, a challenging game of Bingo which also helps children to understand the importance and development of a listening ear, as selected numbers are called out by one of the older children. Good use is also made of external play areas and resources to support healthy exercise and to enhance physical development.

Children are encouraged to feel that they are valued members of the club. Staff praise good manners and this helps to develop children's self esteem and confidence. Children are aware of the boundaries and guidelines in order to play

safely and with care. Observations of children's attainments are gradually being used to create informal booklets showing progress over time, but there are not yet sufficient links emerging towards future planning and children's individual next steps of learning and 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

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| 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

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|--|---|
| 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 | 2 |
| 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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| 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

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| 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 | 2 |
| 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 | 3 |

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Annex B: the Childcare Register

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| 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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