

Play and Learn Before & After School Club

Inspection report for early years provision

Unique reference number	EY399460
Inspection date	05/03/2010
Inspector	Jean Otter
Setting address	Morley Primary School, Main Road, Morley, ILKESTON, Derbyshire, DE7 6DF
Telephone number	01332 831295
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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

Play and Learn Before and After School Club at Morley Primary School is privately owned and is one of many similar clubs run by the company nationally. The club opened in 2009 and is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It has the use of three classrooms and the library within the school. The club is open each day from 7.45am to 9.00am and 3.00pm to 6.00pm during school term time and from 8.00am until 6.00pm during school holidays. There is a fully enclosed play area available for outdoor play. A maximum of 24 children may attend the club at any one time. There are currently 31 children on roll, two of whom are within the early years age range.

There are three members of staff currently working with the children. All staff have an early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at the club where staff provide a safe, friendly and inclusive environment. Partnership with parents is good and there is an excellent working relationship with the school which impacts positively on the children's care, learning and development needs. Additionally, children benefit from a key person system that offers them a settled and close relationship with staff that recognise their interests. A robust behaviour management policy is in place, however in practice, there are occasions when staff do not always fully command respectful behaviour. Children's next steps in learning and the learning intentions of the activities are clearly demonstrated and all staff are involved in evaluating and reflecting their practice.

What steps need to be taken to improve provision further?

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

- introduce activities/discussion that impacts positively on the children's awareness of respecting others and their resources

The effectiveness of leadership and management of the early years provision

The child protection procedures for safeguarding children in the setting are effective and staff have a good understanding of the processes in place. All new staff are inducted appropriately and all necessary checks are made on new staff at the time of appointment to ensure they are safe and suitable to work with children. Comprehensive risk assessments are undertaken that include the premises, the outdoor space and any specialist equipment, which promotes the welfare and safety of all children. All visitors are checked prior to entry into the premises and

all exits are kept secure.

The setting promotes equality and diversity well. Information is gathered relating to children's individual interests and needs at the time of placement, recorded on individual profiles and used in the planning process. All children are encouraged to participate in all activities. Children learn about the diverse world in which we live through resources, themes and discussions with staff. Toys and resources are stored so that they are accessible to the children and they are able to choose what they want to play with which promotes their independence. Children with any specialised care needs such as diabetes are well catered for as staff communicate well to ensure consistent care.

Partnerships with parents is good and each child and their family is valued by the staff team. The provider works hard to establish relationships with the schools that embrace the out of school clubs and the relationship with this school is outstanding. Staff acknowledge that working in partnership and sharing information impacts positively on children's attainment. Comprehensive arrangements are in place with the school to share information about children's starting points and to review their profiles. The school willingly shares appropriate resources and involves the club in general school communication. Key personnel of the school are involved in the recruitment of club staff. The setting has an attractive notice board that displays useful information for parents and the web site for the setting contains further information. The key person system fully reflects a one to one relationship with individual children.

Staff are using the self-evaluation form during regular team meetings as an ongoing working tool to evaluate their overall practice. Activities are also evaluated to look at what has gone well and where they think improvements can be made. The manager has some good ideas for improvement to support good outcomes for children.

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

Children benefit from a setting where the environment is welcoming and friendly and where they can relax after school. Activities are developmentally appropriate and children engage well in their play. Staff interaction is good and there is a particularly good level of communication flow between staff and children. Staff listen to what the children have to say and join in with conversations about family life, home activities and friends. Children are supported in areas they find challenging and they are encouraged to choose their play. Staff respond well to spontaneous suggestions and planning is flexible enough to extend or cut short the activities to suit the interest of the children at the time. Children of different ages play well together, the older children are seen supporting the younger ones and their behaviour is generally good. However, staff have some issues about the best way to support some children in the group to learn to respect the resources and others.

Staff are beginning to explore good practice initiatives and are creating an

environment where children make good progress in their learning and development. Suitable observations are recorded against each of the areas of learning and the planning clearly demonstrates the learning outcomes of the activities and what staff are going to do to support children to move to their next steps. The adult-led activities are interesting, for example children make dragons and have food tasting sessions for Chinese New Year. Staff support children to shape paper to make three dimensional dragons and parents from the school bring in food for the tasting sessions. Children enjoy being creative and they decorate plant pots to give on Mother's Day. Again staff support children well, explaining for example how to brush on glue to make a shiny seal without smudging the paint. Children take great care in the activity and are proud of their work which is praised by the staff. Children take part in The Big Garden Watch and make lard cakes and special biscuits to feed to the birds which develops their interest in wildlife and the environment. All of the themes are posted on the web site for parents.

An excellent range of books are available from the school library, many of which depict different cultures and dialects. Children have good opportunities for imaginative play, construction, puzzles and a wide range of games that are both fun and educational. Staff support children with their home work if they want to do this and incorporate further areas of individualised support into the activities at the request of parents. When asked, the children expressed their delight at the club and were enthusiastic regarding the opportunities and activities. Children said they enjoyed the recent party and the opportunity to make crispy cakes to take home. This supports the 'hands on' approach the club has when providing learning opportunities for the children.

Children are learning about healthy lifestyles, for example they learn about good hygiene during bathroom routines and about healthy eating during discussions and activities. Snacks are balanced and nutritional and children can choose from several options, fruit is available at all times as is fresh drinking water. The menu is displayed on the parent's notice board. Children learn about safety because of clear explanations given by staff and they show that they feel safe because they readily approach staff for their needs. Children are well supervised and allowed to be independent. Outdoor play is offered daily, weather permitting and a good range of resources are available to support children's physical 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?	2
The capacity of the provision to maintain continuous improvement	2

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	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	1
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children achieve and enjoy their learning	2
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	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