

The Richard Wakefield Breakfast and Tea Time Club

Inspection report for early years provision

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Inspection date	02/03/2010
Inspector	Sue Hall
Setting address	Burton Street, Tutbury, Burton-on-Trent, Staffordshire, DE13 9NR
Telephone number	07969 579941
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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 Richard Wakefield Breakfast and Tea Time Club registered in 2004. The group operates from the dining room of the school and is run by a voluntary committee. The club serves the school which is in Tutbury, near Burton-on-Trent. Children have supervised access to outdoor play areas including a trim trail and the school field. Although there are two steps into the hall there are no insurmountable issues which hinder access to the premises. The setting could support families with special educational needs and/or disabilities. Currently a very small number of children who speak English as an additional language attend some sessions.

There are currently 30 children on roll. Of these ten are under eight years and two are within the Early Years Foundation Stage. The club is registered to take children to the age of 14 but currently has none above the age of 11. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children may attend for a variety of sessions. The group opens five days a week during school term-time. Sessions are from 7.30am until 8.50am and from 3.25pm until 6.00pm. One full-time and two part-time staff, both of whom have an early years qualification, work with the children. The setting receives support from the Early Years Childcare and Development Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall the provision was judged to be satisfactory. It meets the needs of the children adequately in an inclusive environment and most say they like coming to the sessions because they think everyone is friendly and they can choose what they like to do. Staff meet children's individual needs appropriately and promote aspects of their welfare and learning in a satisfactory manner. Because leadership and management are satisfactory the setting has the capacity to make further improvements.

What steps need to be taken to improve provision further?

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

- improve the organisation of documentation to ensure all information that supports the safeguarding of pupils is up to date and maintained in an orderly manner
- extend the planning of activities to support children's development and ensure activities are purposeful and stimulating
- ensure that daily menus promote healthy lifestyles

The effectiveness of leadership and management of the early years provision

All staff are appropriately qualified and deployed to provide sufficient levels of support for the children attending. Staff have good relationships with the children and this enables them to settle happily in the sessions and several of them say they feel safe and well-cared for. There are appropriate recruitment procedures in place. Most records, policies and procedures that enable the setting to promote positive outcomes for the children, are satisfactory. However, the organisation of paperwork is not effective or efficient and important documents are not always readily to hand should parents or visitors have a query. There are some minor omissions in the policies the club should have although these do not jeopardise the day-to-day safety of the children. For instance on the day of inspection on the checks of staff suitability to work with children, the insurance certificate and first aid training records were initially not available. Whilst these were subsequently traced ineffective administration does not help ensure the smooth running of the club. An appropriate Equal Opportunities policy outlines a commitment to promoting inclusive practice ensuring children can enjoy their time at the club. However, there is no system set up to record incidents of bullying or racial incidents should they occur and no policy to support children with English as an additional language. However, in practice staff are fully aware of how to support children and are caring and supportive to all.

Self-evaluation systems are used satisfactorily to monitor provision and identify future targets. Resources are deployed in a suitable manner. The recommendations from the last inspection to increase resources that reflect diversity have been addressed through the purchase of a few additional items. Staff are always careful to ensure there are sufficient adults to support the children and staff know the children well. However, self-evaluation is somewhat generous and the checks of policies and procedures are not rigorous enough to identify shortcomings. Whilst staff readily attend training activities they have had few opportunities to visit other groups with particular strengths or to check how well this setting is doing in relation to legal requirements and best practice. The staff team conduct risk assessments of the premises in a satisfactory manner but these are not done particularly regularly or followed up rigorously and there are concerns including the storage of furniture and cleaning equipment that could present hazards.

Links with parents are good as noted in the warm words of appreciation of the parents and carers spoken to during the inspection. Parents have full confidence that their children are happy and rightly note that through the very calm environment created their children have a positive start to the school day. However, information for parents is not readily available with no display of important documents or key materials. The leaders and committee are working hard to develop further links with the host school but this is still at an early stage and more could be done to ensure the most stimulating and safe environment is created for the group.

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

Children and staff interact well. Staff chat to children about what they are looking forward to that day and what they have subsequently enjoyed. Children enjoy playing table games and 'soft football' with the staff who offer lots of praise, guidance and support. There is a suitable mix of adult-led and child-chosen activities which cover all the appropriate areas of learning. Staff have a reasonable understanding of the Early Years Foundation Stage and therefore children's progress towards the goals for their age is generally supported effectively. Staff make observations of what the children can do which feeds into a useful system to track and record their individual progress. However, this information is not used as well as it might to feed into well considered planning of future activities. The weekly and daily planning that is done is brief and little more than an indication of tasks such as 'weaving' or 'painting' and does not identify children's next steps in learning or promote progress well enough. This potentially limits the groups' ability to ensure each child's needs are fully met.

Children enjoy playing matching games, constructing towers of small blocks and painting on paper plates. They particularly like using small plastic beads which they place on differently shaped bases which are later heat treated to make a variety of decorative items. They do this work carefully and enjoy a quiet chat whilst doing so. There is access to a small range of creative materials but the very few displays of their work indicate this is of limited quality for their age and lacks imaginative or creative flair.

Children behave well. This is seen when playing football with a soft ball, when taking turns in table games and when sharing ideas. They have suitable opportunities to take on responsibilities within the group such as putting away the equipment they have used without fuss or complaining. Staff use questions well to encourage discussion and to help pupils think for themselves. Staff organise the environment and resources appropriately which supports the children in becoming independent learners. For instance if a quiet and studious child so wishes they can avidly read a new book throughout the session, whilst there are other choices available for those who want to do something else. Activities are used appropriately to promote early mathematical skills when playing shape and picture-matching games. However, some opportunities such as regular cooking or food preparation activities are limited by the restricted facilities available with for instance no access to a kitchen. With limited storage and resources there is also little regular access to imaginative and role-play resources, sand and water or materials such as clay.

Children develop an appropriate understanding of safety. They know for instance when playing football in a small area they must take account of those reading nearby. They have worked as a group to develop their own rules which show little tolerance of something they deem unfair. The group places a satisfactory emphasis on healthy lifestyles. Children have regular access to the range of outdoor facilities and staff have ensured that children enjoyed playing in the recent snow. Children adopt appropriate procedures for their own personal hygiene. However, the menus

to support a healthy diet are limited. For instance on the day of inspection in both the breakfast and after school groups there was no fresh fruit or vegetables available. While children enjoy some of the microwavable meals provided they are not of high quality and do not promote an understanding of healthy lifestyles particularly well.

Overall while the setting is satisfactory the group leaders and committee could do more to ensure higher quality provision and to develop best practice.

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	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
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	3
The extent to which children achieve and enjoy their learning	3
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	3
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