

Whaley Bridge After School Club

Inspection report for early years provision

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Inspector Andrew Clark

Setting address Buxton Road, Whaley Bridge, High Peak, Derbyshire, SK23
7HX

Telephone number 07894235778

Email

Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Whaley Bridge After School Club opened in 2002 and is run by a committee. It operates from a self contained building in the grounds of Whaley Bridge School, Whaley Bridge. The club is based on the ground floor and has full disabled access. The club supports children with special educational needs and/or disabilities. A maximum of 40 children aged from three to eight may attend in any one session. Older children may also attend. There are currently 177 children on roll of which 95 are under eight. Of these 12 are in the Early Years Foundation Stage. The sessions run from 7.45am to 8.50am and 3.30pm to 6.15pm Monday to Thursday and until 6.00pm on Fridays in term times. It also opens in school holidays.

There are five members of staff. Of these, the manager and over half the staff have Level three qualifications. The club is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

It meets the needs of the early years children well. It is an inclusive club and everyone, including those with special educational needs and/or disabilities, achieve well. Children are cheerful, safe and confident. The manager leads her team well and the club is well placed to continue to improve.

What steps need to be taken to improve provision further?

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

- extend resources promoting positive images of diversity
- develop the area for children to relax in comfort.

The effectiveness of leadership and management of the early years provision

The quality of leadership and management is good. The experienced staff work closely together as a team to ensure that resources are deployed well to meet the needs of all children in their care including those with special educational needs and or/disabilities. The club's self evaluation is good and leads to precise priorities for improvement. The manager ensures the process is well informed by careful monitoring of staff's work and the views of parents and carers. The children's opinions are also regularly sought. Staff hold good levels of professional qualifications and are committed to further development. The leaders work in close cooperation with other providers and the local authority support services to ensure a good quality of provision and to drive improvement. Staff have clear roles and responsibilities and contribute to the smooth running of the club. They ensure all

children are engaged in all that the club offers and equality and diversity are promoted well.

Procedures for safeguarding and to ensure all staff are suitable to work with children are outstanding. There are rigorous and regular risk assessments to make certain the club is as safe as it can be and this is supported by the very good use of modern technology. There are excellent systems for the safe administration of medication and recording accidents and injuries. Record keeping is of a very high standard. The club has very effective links with parents and carers. They receive regular high quality information on their children's progress through the detailed observations staff make. Staff regularly gather the views of parents and use this information very well to improve the setting. A wide range of booklets and information sheets provide support and guidance on parenting issues and the development of young children. Parents feel staff are very approachable and appreciate the care they show their children. The school has a good range of partnerships which contributes to the support they give children, especially those with special educational needs and/or disabilities.

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

Children develop well and make good progress in this warm and friendly club. They are well behaved because staff treat them fairly and consistently. Staff have a good knowledge of the learning needs of young children and provide a stimulating environment as a result. They make regular detailed observations of children's activities and use the information well to plan for their future needs. There is a good balance between activities children choose for themselves and those led by adults. This makes a good contribution to the development of children's skills for their future learning and their positive attitudes. Children of all ages and abilities play and work together well. The children's feeling of safety is outstanding. They establish excellent relationships with adults. They learn about 'stranger danger' and road safety through many well planned and interesting visits and visitors.

Children benefit from secure outside spaces where they participate in many different activities, which promote good development across all areas of learning. The friendly enthusiasm of all adults and their full involvement in children's games and role play leads to high levels of self confidence and good collaborative work. The children's adoption of healthy lifestyles is outstanding. The club provides an excellent range of healthy snacks and meals during the sessions. Children suggest ideas for menus and have a very good understanding of a balanced diet. Water and healthy fruit juices are freely available throughout the session. They grow their own vegetables and are involved in national projects to promote healthy eating. Staff make snack times a very friendly and social occasion, which promotes children's emotional and personal wellbeing as well as reinforcing the value of healthy eating. There are well established routines to encourage high standards of hygiene and cleanliness and children regularly participate in tidying activities. Children's physical development is very successfully encouraged through regular opportunities for climbing, using vehicles and playing games in the secure outdoor spaces. Although, there is a quiet area, the furniture and resources are not very

comfortable and encouraging and could be developed further. The club celebrates Chinese New Year and other festivals, but the resources promoting positive images of diversity are slightly limited. Children with a special educational need and/or disability are fully integrated into the club and participate in all activities. There are good opportunities for counting and ordering numbers and to develop the skills needed for controlling a pencil and other early writing skills. The many craft activities encourage children's creative skills and enjoyment of learning. The children develop good skills in using computers and other forms of modern technology through good quality resources.

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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children adopt healthy lifestyles	1
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