

Windmill Primary School After School Club

Inspection report for early years provision

Unique reference number	EY277198
Inspection date	27/04/2010
Inspector	Helen Barter

Setting address	Margaret Road, Headington, Oxford, Oxfordshire, OX3 8NG
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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

Windmill Primary School After School Club opened in 2003 and operates from a room within the school. It is situated in Headington in the north of the city of Oxford. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 25 children may attend the club at any one time. The club is open each weekday from 3pm to 5.30pm during term time. All children share access to a secure enclosed outdoor play area. There are currently 66 children aged from five to 11 years on roll, of whom nine are of early years age. Only children who attend the school are accepted at the club. The setting currently supports children with special educational needs and/or disabilities and also children who speak English as an additional language. The setting employs five staff. The manager holds an appropriate level 3 early years qualification. The deputy is working towards a level 3 early years qualification and two others are working towards a level 2 early years qualification. The club is a member of the Oxfordshire Play Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children enjoy the club and feel safe because staff care about them and help them to enjoy the activities on offer. However, the management committee has failed to ensure that at least half of the current staff, including the deputy, have an appropriate level of qualification and, therefore, the setting is in breach of statutory regulations. The manager is appropriately qualified and has good experience in supporting children and ensuring that those with different needs, backgrounds and abilities are fully included. Sound self-evaluation procedures demonstrate that the setting knows its strengths and understands fully that staff training in early years is a priority for improvement. There is satisfactory capacity to build on those existing strengths and to bring about the required improvements.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- organise staffing arrangements to maintain safety by ensuring the named deputy is able to take charge in the absence of the manager (Safeguarding and promoting children's welfare) 30/09/2010
- ensure that at least half of all staff hold a relevant level 2 qualification as defined by the Children's Workforce Development Council (Suitable people) 30/09/2010

To improve the early years provision the registered person should:

- introduce a wider range of large toys on offer to children outdoors to support their physical development
- develop the staff's skills in observing and recording children's learning and development in order to plan and provide experiences which are precisely matched to each child's stage of development.

The effectiveness of leadership and management of the early years provision

The leadership and management of the provision is inadequate as the arrangements for safeguarding children do not meet requirements. Staff have attended safeguarding training and are aware of their roles and responsibilities with regard to protecting children from abuse and neglect. Behaviour is managed well and expectations are clearly understood by children and staff, which is an improvement since the previous inspection. Children feel safe and well cared for as a result. However, there are breaches in meeting the specific legal requirements of the Early Years Foundation Stage because insufficient staff, other than the manager, are not appropriately qualified. This is a failing in the understanding by the management committee of the welfare requirements of the Early Years Foundation Stage which counteracts the more positive steps taken to promote the welfare of children on a day-to-day basis. For example, regular risk assessments are completed to maintain a safe environment in the club room and outdoors. Indoor space is suitably organised and staff deployed appropriately, enabling children to play independently and with others. Resources indoors are good and there is a spacious outdoor area which is much enjoyed by the children. However, there are no large wheeled toys available to promote children's physical development. The setting has already identified this weakness through its self-evaluation.

The qualified manager, through her role as 'learning mentor' in the host school, knows individual children's needs and backgrounds well and effectively supports those with English as an additional language or those with special educational needs and/or disabilities. Relationships between staff and children are extremely positive and there is a harmonious, inclusive atmosphere as all play together in the various activities. The club has only admitted children of early years age since September 2009. Leaders recognise fully in the self-evaluation document that staff require more training and experience in knowing how to observe children's play and plan activities more closely which move them on in their learning and development. The manager has clear expectations for staff, including the deputy, to complete their relevant training as a matter of urgency. Plans are in place to strengthen partnerships with other local early years providers and with the early years staff in the host school, particularly in sharing observations of children's learning and development while in the club. Partnerships with parents and carers are positive aspects of this setting's practice. Regular dialogue keeps them informed about the activities their children take part in and parents and carers speak positively about the club and what it offers to the children. Their views on

what could be improved, such as a soft seating area, are taken seriously and acted upon.

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

Children enjoy their time at the club and are happy and settled in the company of their peers, older children and the staff team. Secure relationships are evident between children and staff. Children say they like coming to the club because 'It's fun' and 'You get to choose what you want to do'. Children make independent choices about what they would like to play with, and there is good interaction and involvement with staff. At the start of the session, children enjoy relaxing together to watch a television programme suitable for their age group. Their creative and artistic skills are developed as they make bead pictures or draw with a range of coloured pencils and crayons and through regular planned opportunities, such as mask making. They choose from a range of age appropriate books and enjoy researching animals on the computer.

While staff are empathetic to the needs of the early years children and respond suitably to their requests for different activities, systems for planning, observing and assessing children's learning and development are very new. This means that staff do not always tailor the club's activities to meet the needs of younger children. This is particularly the case outside, where children enjoy, for example, an organised parachute game, but there are no age appropriate large wheeled toys, such as tricycles and prams, for them to choose from independently. The setting is already aware of the need to develop further opportunities for children's physical development indoors, including the provision of sand, water and messy play activities.

Children's awareness of a healthy lifestyle is promoted well. The setting is currently trialling having food made by the school kitchen and is monitoring its quality and children's response to it. Snack time is used well to encourage social development. Staff ensure the tables and equipment are clean and wear aprons when serving food. This is an improvement since the previous inspection. Children particularly enjoy fresh food, such as melon, satsumas and orange juice. They are in the established routine of washing their hands before eating. Children relish the opportunity to be in the fresh air and enjoy the very spacious outdoor areas, knowing that they are well supervised and safe. Children are aware of the boundaries and guidelines to play safely, knowing the routines for registering when they come into the club and arrive later from after school activities. Both younger and older children interact well with each other, enjoying opportunities to socialise, communicate and spend time engaged in cooperative play, such as board games, where they like playing 'Guess Who?' against the manager. Children have positive attitudes and behaviour and respond well to praise. Their well developed social and personal skills and interest in the world around them will stand them in good stead for their learning in the future.

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?	4
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?	4
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	2
The effectiveness of safeguarding	4
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	4
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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	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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work (Qualifications and training) 30/09/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that at least one person has successfully completed a qualification at a minimum of level 2 in an area of work relevant to the childcare, or training in the core skills as set out in the document 'common core of skills and knowledge for the children's workforce' (Qualifications and training) 30/09/2010