

# Lady Banke's Eye Nursery and Before & After School Club

Inspection report for early years provision

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<b>Unique reference number</b>	139103
<b>Inspection date</b>	21/05/2010
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<b>Setting address</b>	Eye Nursery, Dawlish Drive, Ruislip, Middlesex, HA4 9SF
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<b>Type of setting</b>	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**

Lady Bankes Early Years Education Centre was opened in 1992. It is run by a voluntary committee. It is located within the grounds of Lady Bankes School in Ruislip in the London borough of Hillingdon. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The centre is registered to provide breakfast and after school care as well as full day care. The full day care setting operates from a self-contained building. Children have use of two rooms. The inspection focused on the before and after school club. The breakfast and after school club meets in the school canteen, a building that is adjacent to the nursery building. The adjoining outdoor play areas are available to all children. The breakfast and after school club are available to children attending Lady Bankes School. The breakfast club operates from 8.00am to 8.40am and the after school club meets from 3.00pm to 6.00pm Monday to Friday during school term times. A maximum of 32 children attend the after school club. The setting currently supports a number of children with special educational needs and/or disabilities, and those who speak English as an additional language. The setting employs 14 staff, of these nine hold appropriate early years qualifications and one is in training.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Lady Bankes After School Club is an outstanding setting. It is an exciting, challenging and inclusive setting that meets the needs of the wide range of age and ability that attend the club. Safeguarding is a priority and all staff are well trained to implement policies. Children make excellent progress in learning through play because child centred play is motivated by the excellent range of equipment and resources available to stimulate imagination and enquiry. The setting's capacity for future improvement is good.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- ensure that staff in the setting introduce a system to evaluate the quality of provision for the before and after school club.
- ensure that a named person has overall responsibility for the end-of-session checks for hygiene and equipment.

## **The effectiveness of leadership and management of the early years provision**

The leadership of this after school club is excellent. The strength of the after school club is in the retention of high quality staff and the drive for improvement

engendered by the manager of the setting. All staff have a commitment to the after school club and are well qualified for their roles. A number of staff have exceptionally long service which is appreciated by the parents. The management committee who run the club is made up of parents and professionals so parents have a good ownership of all actions taken to improve or modify the setting.

Resources are varied and good quality. They are stimulating and ensure the play focus of the after school club covers the areas of learning for children in the Early Years Foundation Stage as well as maintaining the challenge for the older children in Year 6. Staff ensure that at the end of each session equipment is cleaned and checked although, currently, there is no rota in relation to a named person having overall responsibility for each session.

The management committee work hard through their policy development and implementation to ensure the club enables equality of opportunity and is free from any discrimination. Policies are well planned between the after school club and the day care setting but policies are not signed to show they are ratified or dated to enable a date for review to be clear.

Safeguarding is a central thread to all thinking and planning. The setting is a secure site and well maintained by the main school's site manager. All dropping-off and collection policies follow a strict regime which is recorded through the schools information pack. Parents know they can access any policy at any time. A register is maintained and all notes relating to a child's special needs, for example, food, medications are kept confidential to the after school club staff.

Self-evaluation is a good document it provides a clear indication of the settings strengths and areas for development. The evaluation focuses on the day care setting and but not sufficiently on the effectiveness of provision for the before and after school club setting.

Partnerships are very effective. The manager of the setting meets regularly with the heads of the two schools. There are strong links with the local authority and other after school clubs in the area which encourages development.

Parents are exceptionally confident about the after school club. Some parents have moved to this setting because of recommendation from other parents. The overwhelming view from all parents spoken to was, 'This is an excellent after school club, we have known the staff for years and it's that continuity and ratio of staff to children that makes it such a popular club. We are more than happy with the care and education provided'.

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

Children rush excitedly from school to the after school club. They have the routine of a biscuit and storing their school bag before considering the wide range of opportunities available to them that evening. Children are part of the overall planning of activities so they have the opportunity to bring in new ideas if they

wish. Staff plan weekly to vary the resources available so that the inspiration of novelty is not lost.

Parents are very pleased that their child is seen as unique in this setting. Parents feel that consistent staffing and the strong links with the main school ensure their child's needs are met and that children feel confident in their play leaders. An example was the opportunity for invention and problem solving where a highly imaginative boat was designed from a range of materials. Children play a dynamic role in their learning through play. The level of discussion between the mixed age groups enables leadership by the older pupils emerges as a strong feature of their personal development. A good example was the cricket match and the sense of fair play and sportsmanship being engendered by the older child who assumed leadership or a small group who collaborated on building a shaded den so they had a quiet place to sit and chat.

Behaviour is excellent. Pupils have a clear sense of fairness and taking turns and know that bullying is not tolerated by the staff. Most children show outstanding skills in being able to collaborate, discuss and share and so develop the skills of debate and negotiation for their futures. Relationships are strong at all levels, staff are excellent role models and on hand as mediators and confidants if needed depending on the situation. Children understand equality of opportunity means trying to be fair to everyone.

All children feel safe, they know the after school club is enclosed by a strong fence and share their parents' confidence because of the secure systems for entry to the after school club. Children are keen to explain their understanding of healthy lifestyle. They know what foods are healthy but they explained these are not always their favourites. Issues over the provision of a snack have been resolved by parents, some provide a snack for their child if needed, for example foods for health, such as fruit and sandwiches. Children know that keeping fit is important to being healthy. The range of games and sports available ensure that both boys and girls can run, jump, climb and adventure in safety, to keep healthy. Children explained that risk assessment, for example on the climbing wall, is essential for all children. Children know they can explore their feelings and well-being through chatting with their leaders or with their friends in order to discuss and solve problems. The after school club is a close knit community where children love to learn to care for each other.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
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	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
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	1

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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