

Pinfold Primary After School Club

Inspection report for early years provision

Unique reference number EY283196
Inspection date 21/05/2010
Inspector Clare Henderson

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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

Pinfold Primary After School Club opened in 2005 and is managed and owned by a voluntary committee. It operates from the school hall and a classroom which are situated within Pinfold Primary School in Scarisbrick, Lancashire. The children have access to enclosed outside play areas. The club predominately serves the children of Pinfold Primary School although a few children from the neighbouring schools of St Mary's RC and St Mark's C of E attend. The club is open from 3.25pm to 6pm, Monday to Thursday and from 3pm to 6pm on Friday during term time. A maximum of 16 children aged from four years to under eight years may attend at any one time. The club also offers care to children aged eight years to 11 years. There are currently 25 children on roll. Of these, nine are under eight years and, of these, four are within the early years age range. The club supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are two members of staff, including the manager, who work directly with the children and are appropriately qualified. One member of staff holds a National Vocational Qualification at level 3. The club receives support from Lancashire Sure Start. The club is registered by Ofsted on the Early Years Register and on both parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Well deployed adults provide children with extremely interesting opportunities to learn through play, and all aspects of welfare and care are promoted meticulously. The leadership meets each child's individual needs exceptionally well. Observations of young children at play are used effectively to monitor their progress over time, and the recording and evaluation systems are effective in the promotion of the children's next steps of development. Partnership arrangements with parents and with external agencies, including the host and other schools, are good, further supporting the children's learning and development. The management is developing good systems and procedures to monitor and evaluate the performance of the club and consequently its capacity for further improvement is good.

What steps need to be taken to improve provision further?

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

- develop further the methods of self-evaluation to ensure that areas for improvement are identified and acted upon
- strengthen links with the schools whose children attend the club by sharing the outcomes of adults' observations of children.

The effectiveness of leadership and management of the early years provision

The club provides an extremely inclusive and welcoming environment where all children are settled and involved. The children are kept very safe and secure as they play in the designated room and outdoor play area. Staff carry out regular safety checks and there is always a member of staff supervising outside to ensure children are well cared for at all times. The manager and all adults have an excellent understanding of the safeguarding policy and procedures and ensure that the children's well-being is given the highest priority. The management have robust systems in place to ensure the suitability of those adults working directly with the children. Staff update their skills and knowledge by attending training on subjects such as safeguarding children and first aid. Although they have made a start at evaluating how improvements can be made to available provision and so maximise children's enjoyment, this is at an early stage of development. Adults use their good knowledge of the children as individuals, coupled with the information they gain from assessments to ensure that all children have full access to learning through play. The highly inclusive nature of the setting ensures that staff pay close attention to promoting equality of opportunity for all children. The manager and staff have established good links when collecting children from school, whereby important welfare information is passed from teaching staff to the out-of-school club. However, there are no regular opportunities to share information gained from observations adults undertake of the younger children. Parents say they are happy with the club and explain how much their children enjoy coming. 'She loves the trips and when they cook' said one parent.

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

The children are happy and busy from the moment they arrive until they reluctantly have to leave at the end of the session. The children comment 'This is the best club I have attended, there is always lots to do'. The children say they feel very safe and well cared for. This is evident as they play happily indoors or outside with the raft of exciting activities made available to them. They imaginatively invent their own games. For instance, one child invented a game using hoops and bean bags whereby other children had to aim to throw the bean bags into the hoops scoring and adding the points. Such activities extend the children's confidence, team building and independence very well. Adults set up activities that follow the children's interest. They organise a range of frequent trips which cater for these very effectively. For instance, the children talk with great excitement about a recent trip to the roller blade park and another to a local farm. Such visits are thoroughly enjoyed while the children find out interesting facts about the animals and, for example, learn the new skill of roller skating.

A good variety of snacks and drinks are offered to the children who explain confidently the benefits of eating healthily. The children are able to choose which resources they play with and spend long periods of time busily engaged in role play or construction activities. Older children help and support the younger ones as

they play. The children's language skills develop well as the adults encourage them to think and respond. For example, they express how they feel extremely safe and secure when in the club or on trips. They celebrate a good range of religious and cultural traditions through cookery and creative activities. This extends their understanding and tolerance of each other's beliefs well.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	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	1
The extent to which children feel safe	1
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