

Leasowes Before & After School Club

Inspection report for early years provision

Unique reference number

EY376784

Inspection date

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Inspector

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Setting address

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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

Leasowes before and after school club opened in 2008 and operates from within one large main room and the school hall within Leasowes Primary School in Staffordshire. There is an enclosed outdoor play area which includes the school field and playgrounds.

The group is registered on the Early Years Register. They are registered to care for a maximum of 24 children at any one time and are currently caring for four children in the Early Years Foundation Stage age range. There are currently 36 children on roll from four to 11 years old. Children attend for a variety of sessions throughout the week. The group is also registered on the compulsory and voluntary parts of the Childcare Register.

The group is open Mondays to Fridays from 7.45am to 8.45am and 3.10pm to 6.00pm during term times only. The group supports children with special educational needs and/or disabilities and those children who speak English as an additional language. There are six members of staff working with the children on various days, four of whom have a recognised early years qualifications two of whom are working towards a recognised early years qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff and management work closely together to ensure positive relationships are well fostered with parents and their children, however, systems to develop positive relationships with other providers of the Early Years Foundation Stage are not yet fully effective. Also, planning for children's learning across all areas of their development is not yet fully effective. There are systems in place to evaluate the setting which includes input from management, parents, staff and the children. Risk assessment is thorough and includes all indoor and outdoor area, equipment and resources. The capacity to make further improvement on an ongoing basis is strong.

What steps need to be taken to improve provision further?

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

- use observations to plan for children's next steps across all areas of their learning
- develop further systems to ensure that what is provided for children compliments the education and care they receive in other settings and ensures consistency.

The effectiveness of leadership and management of the early years provision

The leadership and management of the nursery is good. Staff are warm and caring towards the children and they work hard to ensure good outcomes for all children on roll. Staff have begun to develop partnerships with other providers of the Early Years Foundation Stage, however, this is not yet fully effective. The risk assessment procedures are robust and keep children safe. The children are effectively safeguarded because all staff have a good understanding of the procedures to be followed. All staff are suitably checked and vetted. Staff observe the children during activities. However, observations are not yet fully utilised to plan for children's next steps in all areas of their learning.

The staff support children with special educational needs and/or disabilities and those children who speak English as an additional language. For example, they work closely with the parents and other professionals to ensure children's needs are identified and met. Equality of opportunity is fostered well by the staff because they ensure all children are fully included in the activities at all times. Systems in place to self evaluate ensures input from the management, staff, parents and the children. Embedding ambition is a key focus of the management to ensure continually good outcomes for the children.

Engagement with parents is good. Daily verbal exchanges of information between the parents and staff ensures children's needs are continually identified and met. The parents have free access to the setting's policies and procedures at all times.

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

The children are beginning to recognise the importance of keeping healthy and those things that contribute to this. They enjoy free access to water at all times and choose from a range of fruit and raisins during snack times. Children enjoy spending much of their time outdoors with their peers and older children involving themselves in team games, such as football, cricket and rounder's and generally running around in the fresh air. They are beginning to form good relationships with their peers and the adults around them and they behave well. Their art work is displayed for them in their play areas which promotes a sense of belonging. Children receive praise from the staff and occasional treats as a reward. Children are beginning to have an awareness of feeling safe and staying safe. They are involved in the fire evacuation procedures of the setting and they like to work together to draw up their own behaviour rules which are displayed for them in the play areas. Children show a strong sense of feeling safe as they freely approach the staff for assistance and comfort as they wish.

Children use information and communication technology to support their learning. They enjoy competition games and use a range of computer programmes with their peers. They also explore various other computer programmes which encourages their skills in communication and problem solving. To further their

skills in problem solving children enjoy playing cards and board games, such as, battle ship, dominoes and Frustration. The children like to help themselves to the various books in the library section. They also like to read magazines and comics suitable to their age and stage of development. Children make their own choices about what they want to do. They help themselves to the resources which are easily accessible to them in various boxes around the play areas. Children enjoy being creative and involving themselves in imaginary play. They like to mould the dough using various tools, make jewellery for their friends and involve themselves in small world play and roll play. They also have lots of opportunities for writing and drawing as they use the wipe boards and make patterns with the Spiro-graph resources.

The children are beginning to understand that people have different needs, views, cultures and beliefs. They access a range of resources that reflect positive images of diversity including small world people, story books and reference books from the library. Resources also depict positive images of disabled people. Children's interests in various festivals are also continued through arts and crafts and exploring the computer for information.

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	2
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

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	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: Met

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