

Walkley After School Club

Inspection report for early years provision

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300753

Inspection date

21/07/2010

Inspector

Tara Street

Setting address

Walkley Primary School, Burnaby Crescent, Sheffield, S6
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Telephone number

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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

Walkley After School Club is run by a voluntary management committee made up of parents. It opened in 1996 and operates from a classroom within Walkley Primary School in Sheffield. Children also have access to the school playgrounds. A maximum of 24 children aged under eight years may attend the setting at any one time and of these 24 may be in the early years age range. The club currently takes children from three years of age and also offers care to children aged eight years to 11 years. The setting is open Monday to Friday from 3.15pm to 5.45pm term time only.

There are currently 36 children on roll, of these 10 are under eight years and of these five are within the Early Years Foundation Stage. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are two full time members of staff, including the manager and one part time member of staff, who work directly with the children. Of these, two hold an appropriate level 3 qualification in playwork. The setting is a member of the 'Out of School Network' and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club meets the needs of children in the Early Years Foundation Stage well. Practice is firmly based on tailoring provision to children's individual needs and interests, and on good systems to inform and consult with children's parents. Care is taken to ensure children's safety and they thoroughly enjoy their time at the club. There is strong commitment to improve as staff reflect on their practice well and have a clear understanding of areas to develop. The setting is well placed to maintain continuous improvement in the future.

What steps need to be taken to improve provision further?

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

- ensure parental signatures are consistently gained on accident and medication records to show that parents have been informed of any treatment given
- ensure planning clearly identifies how activities will promote individual children's progress towards the early learning goals
- develop further children's use of information and communication technology by ensuring battery operated resources are in good working order.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of how to recognise the signs and symptoms of abuse and the procedures to follow with concerns. They carry out annual and daily risk assessments to ensure that children play and learn in a safe environment, both inside and out. Most records required for the safe and efficient management of the provision are very well maintained. However, parental signatures are not consistently obtained on children's accident and medication records, to show that parents have been informed. Clear staff recruitment procedures check staff suitability to work with children. The secure systems in place have a strong impact on children's happiness and learning. The setting is well organised and functions smoothly on a day-to-day basis. Resources, including staff and the available accommodation, are deployed well to help maximise children's development and happiness. Good procedures are in place to promote equality and celebrate diversity. Inclusive practice helps to ensure that all children feel welcome and valued. The ambition to improve the provision and outcomes for children is embedded well with all staff. The club has good arrangements to obtain parents' views and to keep them well informed about what is happening. Responses from parents show they are very happy with what is provided for their children, and parents are clearly comfortable about chatting to staff when they collect their children. The views of children are also sought on a continual basis. This information feeds effectively into modifying the provision and systems, and supports the club's good self-evaluation procedures. There are good links with the host school, particularly with the nursery and reception classes, so that the activities in the club can complement children's learning in the school. The recommendations made at the last inspection have been fully implemented and demonstrate the club's commitment to improving its service to all children.

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

Children make good progress in their learning and development and feel safe and relaxed in the club. They are developing their skills for the future well. Positive relationships with staff make a major contribution to children's happiness and enjoyment, and the adults are quick to spot any children who are concerned or upset, supporting them sympathetically and effectively. Relationships between children are good and they play together cheerfully, sharing ideas and equipment sensibly. The positive contribution of older children also helps those in the Early Years Foundation Stage to make progress. The older children often help younger ones, join in their games and are very caring towards them. This secure environment helps children to make a strong contribution to the community through expressing their views in the confidence that they will be respected. Children experience good opportunities to access information and communication technology to support their learning, such as remote controlled resources, television and games consoles. However, some opportunities for children to explore technology are limited due to battery operated resources not being in good working order.

Staff prepare an interesting range of activities for children, in which they become completely absorbed. There is a good balance between lively play outside, with small sports equipment, and inside activities, such as creative art, snooker and quieter, more reflective activities. Children use language well to communicate, initiate conversations, describe what they are doing and organise their play. They solve problems as they build, construct and play games. Children use their imagination as they act out real life and imaginary situations with role play equipment and small-world toys. For example, children eagerly make dens from fabrics and design and create cards with a variety of art materials. Children develop a good understanding of the world around them as they chat to adults and each other and take part in everyday activities. Detailed ongoing observation and assessment are undertaken and provide a clear insight into the children's progress and achievements. However, weekly planning does not always identify how activities will promote every child's progress towards the early learning goals.

The club places a good emphasis on healthy lifestyles. Children practise good procedures for their own personal hygiene, and learn to make healthy choices in what they eat through discussion and good examples set by adults. Children are developing their independence through tasks such as choosing toys and equipment for themselves. They learn about aspects of their own safety through daily discussion and planned activities; this includes recognising hazards in the environment, and using equipment safely.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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