

Archbishop Hutton's After School Fun Club

Inspection report for early years provision

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Inspector

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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).

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

Archbishop Hutton's After School Fun Club opened in July 2002 and is run by a voluntary management committee. It operates from rooms within Archbishop Hutton's Primary School and children have access to a secure enclosed outdoor play area. A maximum of 52 children aged under eight years may attend the setting at any one time. The club currently takes children from three years of age and also offers care to children aged eight years to 12 years. The setting is open Monday to Friday from 8am to 9am and 3.10pm to 6pm term time only.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 53 children on roll. Of these, 31 are under eight years and of these five are within the early years age range. The setting supports children with special educational needs and disabilities and also supports children who speak English as an additional language.

There are three members of staff, including the manager, who work directly with the children. Of these, two hold an appropriate Level 3 qualification in early years and one holds a Level 2 and is currently working towards a Level 3 qualification in early years. 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 club provides an inclusive and welcoming environment where all children settle very well and enjoy the generally stimulating activities on offer. Thorough policies and procedures are implemented consistently to maintain children's safety and welfare. The manager and staff work hard to continuously improve the setting and effectively self-evaluate in order to plan for further development. Staff have a good understanding of the Early Years Foundation Stage and know the children very well as individuals, so that each child's needs are met. Strong working relationships with the school and parents and carers are well established to promote children's continuity of care and learning.

What steps need to be taken to improve provision further?

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

- extend the use of the outdoor area to further support all areas of learning
- develop further the provision for quiet play, with particular regard to role play, reading and rest.

The effectiveness of leadership and management of the early years provision

Thorough policies and procedures safeguard children well and ensure that all staff are vetted to confirm their overall suitability to work with children. The committee

and staff fully understand their responsibilities in safeguarding children's welfare. Well organised, updated documentation promotes the safe management of the provision and consistent security practices keep children safe. Risk assessments are reviewed regularly and daily check lists ensure the safety of the premises at each session.

The manager and staff are well qualified, highly experienced, motivated and enthusiastic. They work as a close team to provide a fun, relaxed, well-organised environment where children settle well and are fully engrossed. The activities provided are imaginative and easily accessible, though the provision for outdoor and quiet play is less well developed to support all areas of learning. The club is currently working towards completing a quality assurance scheme to assist them in effectively monitoring the provision and outcomes through regular quality checks and self-assessment. All recommendations from the previous inspection have been appropriately addressed, which also demonstrates the aim of the club to continuously improve. The in-depth self-evaluation of the setting includes feedback from parents and children. Staff also work in the host school and pre-school, which ensures that they know the children well as individuals. They are, therefore, able to meet each child's individual needs to a high level. Staff undertake training to extend their knowledge and skills, resulting in better outcomes for children.

Strong working relationships are established with parents and carers, the school and the pre-school. Information about children's welfare and learning is shared with parents, including individual books for those in the early years age group, so that children's continuity of care and learning is well promoted. Useful information is made available and much informal conversation takes place as children are collected. Feedback from parents reflects the high regard for the staff and how happy the children are at the club.

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

Each child is well cared for and makes good progress through staff having a sound knowledge of the Early Years Foundation Stage. They effectively share observations of children's achievements across the areas of learning and plan appropriate support and challenge. Children chatter happily as they play, which illustrates positive relationships and the development of strong social skills. The standard of behaviour is good as children are involved in developing a code of behaviour at the club. They are encouraged to contribute to the club through the use of questionnaires. Staff are flexible in building on children's ideas, such as going outside in a break in the weather. Children enjoy activities, such as art and craft, demonstrating much pride when showing a painted 'stone bug' to staff. They, therefore, feel valued and very much part of the club.

Children are confident in expressing their ideas through conversation, with staff encouraging their use of vocabulary and recall of experiences. Staff are skilful in adapting activities for the whole age range as children use large and small pieces for construction. The provision for children to gain skills in information technology is strong. Children show each other how to work the computer. For example, the

sports interactive programme is well used, and they enjoy using the electric drums with headphones. A wide variety of resources and activities reflect the wider world. Staff skilfully reinforce children's learning during spontaneous play.

Children enjoy much physical activity indoors, with ball games in a partitioned area of the hall, and in the playground so developing their strength and enjoying plenty of fresh air. They develop good coordination and manipulation skills as they explore the 'moon sand'. Children develop a good understanding of healthy eating through nutritious foods, such as fruit and yogurts. Individual appetites and diets are well catered for so that children are sufficiently nourished. Children learn how to keep safe through routine practices, such as keeping to consistent boundaries outside and keeping the ball games within the designated area inside. They, therefore, develop skills for the future as they grow in confidence, develop their computer skills, and become increasingly proficient in language and numeracy.

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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