

The Afterschool Club

Inspection report for early years provision

Unique reference number	218367
Inspection date	19/10/2010
Inspector	Janet Keeling
Setting address	Bishop Lonsdale Primary School, Eccleshall, Stafford, Staffordshire, ST21 6AU
Telephone number	07870657270
Email	
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

The Afterschool Club is privately owned and opened in 1997. The setting operates from facilities at Bishop Lonsdale Primary School in Eccleshall, Staffordshire. The setting has access to a designated classroom and toilets. There is access to the school playground and playing fields. The setting serves children and families from the local and surrounding areas.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

A maximum of 24 children from four to under eight years may attend the setting at any one time. The admissions policy allows children up to the age of 11 years to attend. Currently there are 42 children on roll, of whom three are within the early years age group. Children attend for a variety of sessions. The setting opens each week day during school term times. Sessions are from 7.45am to 9am and from 3.30pm to 6pm.

The setting has procedures in place to support children with special educational needs and/or disabilities, and is able to support children for whom English is an additional language.

There are two members of staff who work directly with the children, of whom, one holds an appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children participate in a suitable range of activities and share warm, friendly relationships with staff and their peers. Staff strive to offer an inclusive service where all children are valued and respected as individuals. Staff have a growing awareness of the Early Years Foundation Stage framework and take account of children's individual interests and learning needs. Safeguarding systems are largely effective and updated and staff undertake risk assessments of the environment which are mostly thorough. Positive partnerships with parents and teachers at the host school have been established. Staff demonstrate a commitment towards continuous improvement and have recently introduced a system to identify their strengths and areas for improvement, although, this is still very much in the early stages of development. This means that the setting is able to improve in the future.

What steps need to be taken to improve provision further?

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

- review and develop the daily risk assessment procedures to ensure they cover everything with which a child may come in to contact in the indoor and outdoor areas
- review and improve arrangements for observing and assessing each child's achievements, interests and learning styles in order to support their progress towards the early learning goals
- review and improve hand-washing procedures.

The effectiveness of leadership and management of the early years provision

Staff have a sound understanding of child protection procedures and know who to contact should they be concerned about a child in their care. The setting has a safeguarding policy in place. There are recruitment and vetting procedures in place to ensure that children are cared for by suitable adults. Written fire evacuation procedures are in place and staff ensure that regular fire drills are completed. There are also effective procedures in place for the safe arrival and departure of children and also for the regular head count of children during sessions. Risk assessments are in place. However, they do not cover everything with which a child may come in to contact in the indoor and outdoor areas. This refers to cars accessing the playground area and the storage of equipment in the children's cloak room area. Available space and equipment is used to support children's care and well-being, whilst staff are deployed successfully to ensure that children are supervised appropriately at all times.

Staff interact with children during play and respond to their individual needs. Consequently, children feel safe and secure. A positive equality and diversity policy outlines a commitment to promoting inclusive practice within the setting where all children are valued. The manager and staff are aware of the importance of evaluating the setting's strengths and weaknesses and have recently introduced a self-evaluation process. Staff have access to ongoing training and development to ensure their knowledge and skills are updated. Staff routinely seek feedback from the children about activities in the setting and are aware of what activities are popular with the children. During the inspection children commented on the friendly and caring staff and said that they were happy and enjoyed attending the group.

Partnerships with parents are good and children benefit from the warm and relaxed relationships that have been established between their parents and staff. The daily exchange of information between staff and parents ensures that children's changing needs are consistently met. A parents' notice board ensures that parents are carers have access to information about the running of the setting. For example, their registration and public liability insurance certificates are displayed together with the setting's policies and procedures. It is evident from discussion with parents that they very much appreciate the care that is provided for their children. Parents express very positive views about the very approachable, friendly and caring staff. Parents also comment upon the setting's flexibility in being able to meet both their child's and family's commitments at short notice.

Staff have developed positive relationships with teachers at the host school, which contributes satisfactorily to the ongoing care and well-being of individual children.

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

Children benefit from the staff's caring and friendly manner and their growing awareness of the Early Years Foundation Stage framework. Staff genuinely enjoy their roles and responsibilities and spend quality time interacting and supporting children, consequently, children clearly enjoy attending the group. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents. On admission to the setting all required documentation is completed which records children's individual needs, and as a result, children are cared for according to their parents' wishes. Children are provided with opportunities to play independently, alongside each other and in groups. Staff know the children very well as they observe and assess the children as they play. However these arrangements are weak and do not fully support children's progress. Consequently, this may impact on a child's ongoing learning and development. Children are happy in the group and look forward to meeting up with their friends where they can share the day's news and play together.

Children access a range of activities and equipment that has been put out for them, which allows children to make choices about their own play. Children are very aware of what equipment is available in the group and know that they can request to have any equipment out during the session. Children play happily at the games console, where they enthusiastically engage in competitive games by cooperating well and clearly have lots of fun. They develop fine motor skills by constructing buildings with wooden bricks and engaging in craft activities. Children draw pictures and paint them beautifully, showing skill. Staff encourage and support the children who choose to complete their homework during the session. There are daily opportunities for children to play outdoors, where they enjoy team games, such as cricket and football and access bats, balls and skipping ropes. Children talk passionately about their past experiences within the group, for example, one child said, 'I had lots of fun when we had snow in the winter, we were able to play in the snow and make snowmen'. Children also enjoy cooking activities, clay modelling and playing with the sand. Through the setting, children have been involved in sponsoring dogs at a local charity. They proudly point out photographs of their sponsored dogs, which are displayed around the room.

Children's behaviour in the group is very positive. Children develop confidence and self-esteem because staff give regular praise, encouragement and support. All children's contributions within the group are fully recognised and their sense of belonging is fostered well. For example, staff listen carefully to children's views and ideas and encourage children to display their own work in the 'Picture Gallery'. Resources that are representative of diversity allow children to develop a sound understanding of the wider, as do topics on cultural festivals throughout the year. Children are developing a satisfactory awareness of how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, before going outdoors staff remind children of the boundaries whilst

using the outdoor facilities. Also, children are aware that they must not leave the base room without informing a member of staff. They are fully aware of the importance of washing their hands after using the toilet. However, children are at risk of cross infection as they are not encouraged to wash their hands before snacks. Children also recognise the changes that happen to their bodies when they are active. For example, after returning from outdoor play children ask for drinks because they feel very hot and thirsty. Children have access to drinking water.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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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