

Lydiard Millicent After School Club

Inspection report for early years provision

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Inspector	Jennifer Cutler
Setting address	Lydiard Millicent Primary School, The Butts, Lydiard Millicent, Swindon, Wiltshire, SN5 3LR
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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

Lydiard Millicent After School Club has been open since 2001. It has very recently moved to new premises and now operates from the refurbished, Victorian, school building in the village. The accommodation consists of a spacious classroom, art room, storage facilities, office, kitchen and toilet facilities. The outside area is accessible from the main classroom. The club serves children who attend the school and they attend for a variety of sessions. It is registered to care for 26 children from four to eight years. There are currently 15 children from four to eight years of age on roll. The club also cares for children who are over eight years of age and is registered on both the voluntary and compulsory parts of the Childcare Register.

The club supports children with special educational needs, and disabilities and those who speak English as an additional language. It opens for five days a week during term time and sessions run from 3pm to 6pm. There is one full-time member of staff and four others who work on a part-time basis. Three staff members have a qualification at level 3 or above, and one staff member has a qualification at level two. The club receives support from Bright Horizons and Wiltshire County Council.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club is a safe and secure setting that children enjoy coming to. The well qualified and experienced manager knows many of the children very well, has excellent relationships with parents and carers, and good contacts with the nearby primary school. Individual needs are catered for very well and children's opinions are highly valued. The very recent move to the skilfully-renovated premises has been extremely advantageous for the children and overall self-evaluation is effective. The play-based environment allows children to meet friends of all ages and learn and play in a relaxed, warm and caring atmosphere.

What steps need to be taken to improve provision further?

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

- develop further and build on the existing self-evaluation process to enhance developments and monitoring of the setting.

The effectiveness of leadership and management of the early years provision

The club is a welcoming and inclusive setting which provides a good selection of age-appropriate resources and play opportunities which successfully meet the needs and interests of all children. Its inclusive nature pays good regard to

promoting equality of opportunity for all children. Children are kept safe and secure, and robust procedures are in place to make sure that all children are accounted for as they transfer from the primary school site to the club premises. Staff are aware of their roles and responsibilities, and have a good understanding of safeguarding policies and procedures. Because the manager knows many of the children very well, she makes sure that their well-being is given the highest priority. Children are well protected and kept safe from harm and abuse. They trust the staff because they know that adults will listen to them.

There are excellent relationships with parents and carers. They hold the club in high regard and value the manager's friendship and flexibility in helping them care for their children. Working parents and carers appreciate the support they receive, and many have had their children attend the club for many years during their time at the primary school. Some parents say that children choose to attend the club even when parents are not working because they enjoy it so much. Parents and carers are well informed about how the club is run, and all statutory policies and documents are on display and easy to access.

The manager has high aspirations for the development of the club and is keen to make sure that staff update their skills and knowledge regularly through attending appropriate training courses. The very recent move to the renovated premises has been extremely advantageous for the children's learning. The manager has made sure that the adaptations are for the benefit of the children who can have free access to activities inside or outside the building. Movement around the classrooms is easy, and staff are able to see all areas and constantly check on the children activities. The manager uses resources effectively to meet the needs of the children. Self-evaluation is in place and provides the manager and staff with an appraisal of the ways in which the club can be improved; however following the move to the extensively renovated premises there are aspects that could be identified to make further developments to the setting and enhance the provision.

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

Children confidently say 'of course' when they are asked whether they enjoy coming to the club. They feel safe and know that adults will listen to them when they have a problem. They know that their opinions will be taken seriously and that their special requests for extra resources are carefully considered. This ensures that children are partners in organising what is on offer at the club and also develops their personal and social skills well. As a result children are happy, sociable and well behaved. They are able to play and learn in a relaxed and warm atmosphere where adults know them well. Children enjoy a good range of healthy snacks and drinks, and confidently talk about the healthy choices they are learning to make. They are able to make their own pizzas and choose healthy toppings to complete the meal.

The good selection of resources on offer enables the children to involve themselves in a variety of interesting activities. They can spend long periods of

time constructing intricate roadways; they can play in the role-play area and act out being at school, with one child pretending to be the teacher taking the register; they can play computer games and take part in creative activities such as card making and tile painting. Outside activities are popular and children have opportunities to let off steam after school, play ball games, develop their physical skills or plant daffodils in preparation for 'Mothers' Day' in the spring. Children are valued equally, and are able to become fully involved in meaningful activities and play opportunities of their choice. Staff further extend the activities by inviting visitors; for example, musicians, the fire service, and a nurse to teach the children first aid. Children also go bowling and visit local places of interest. They learn to make a positive contribution to society by fund raising for hospital equipment or by collecting articles for Christmas boxes which will be given to the needy.

Children mix very well and develop friendships in all age groups at the club. They are extremely appreciative of others' knowledge, skills and talents, and learn about the many differences between human beings. This extends their knowledge and understanding of the complexities and diversity in the world in which they live and is an excellent preparation for adult life.

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	1
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	1

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