

TLC

Inspection report for early years provision

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Inspection date

29/11/2010

Inspector

Cathy Hill

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

TLC (The Lakeside Crew) re-registered in 2010. It operates from Lakeside Primary School in Frimley, Surrey and offers after school care. The registered person also operates a separate breakfast club at the Bristow Infant School and an after school club at nearby Watchetts School. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children have use of two large classrooms in the school and use other school facilities such as the hall, playground and school fields. The setting is registered for 30 children aged under eight years; of these, 15 may be in the early years age range. Children up to the age of 11 may also attend. There are currently five children on roll within the early years age range. The setting is open five days a week during term time, between 3.00pm and 5.30pm. There are two members of staff, one of whom is qualified, and a cook. The setting receives support from the school and the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time at the after school club where they relax and unwind at the end of the school day. They have daily opportunities to access a variety of resources and activities, which aid development in all learning areas. Staff treat all children with equal concern and inclusion is positively promoted. Staff work as a team to ensure children are happy and occupied and are aware of their roles and responsibilities; although there is a weakness with regard to some staff's knowledge of safeguarding. Most required documentation is in place to support practice and management have started to reflect on their practice and identify areas for improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that all members of staff understand the safeguarding policy and procedure (Safeguarding and promoting children's welfare) 15/12/2010
- ensure a clearly defined procedure for the emergency evacuation of the premises is in place (Premises, environment and equipment) 15/12/2010

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

- enhance partnerships with parents by ensuring the setting's policies and

- procedures are freely accessible
- improve documentation by including children's full names in attendance records, Ofsted's contact details within the complaints procedure and by ensuring that written policies accurately reflect practice.

The effectiveness of leadership and management of the early years provision

Children's welfare is not adequately safeguarded as not all staff understand the setting's safeguarding policy and procedure, which is a breach of requirements. Children are well supervised as they play and the premises are kept secure. Records are maintained of visitors and there are risk assessment records for the provision. A good range of resources is set out ready for children, they enjoy the freedom to play with others and engage in activities of their choice. Staff are kind and caring and treat all children with respect. They interact positively with them throughout the session and are attentive to their individual needs. A range of documentation is in place to support practice, although there is no clearly defined emergency evacuation procedure which is a breach of requirements. However, staff do inform children verbally of the emergency evacuation procedure and regular recorded drills take place. Some documentation lacks a little detail, for example, Ofsted's contact details are not included within the complaints procedure. Some written policies do not accurately reflect practice, for example, the complaints procedure states that the policy will be displayed on the premises at all times but it is not.

Positive partnerships have been established with parents and school staff. A communication book has recently been introduced to improve communications between the after school club, parents and the school. Parent testimonials confirm they are happy with the provision and staff. Some information about the after school club is displayed for parents. They receive newsletters and an information pack when their children join, which includes some details of the setting's policies and procedures. Full copies of the setting's policies and procedures are on file at the club but these are not freely accessible for parents to view. Staff reflect on their practice and have started to complete a self-evaluation form to evaluate their practice in all areas.

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

Children settle immediately on arrival in the familiar environment of the after school club. They have named coat pegs and their artwork is displayed, giving them a sense of belonging. They are pleased their work is valued and proudly indicate on the display the flag drawing and firework painting belong to them. Children have good opportunities to develop their future skills through access to a balance of free play and planned activities. They show an understanding of technology as they play electronic games. They demonstrate good hand-eye coordination as they play a bowling game, carefully positioning the bowl to miss

obstacles in its path. They recognise written numbers when the screen shows how many pins have been bowled over and eagerly discuss how well they have done with others. Children are allowed to be active or rest according to their individual needs. They sit quietly as they make pictures out of beads and chat happily to each other as they sit together to make Christmas cards. Staff observe children's play and learning and keep development records. A variety of play and learning opportunities during sessions have enabled children to learn about giant snails and Diwali. They develop their creative skills when playing with musical instruments and their physical skills when playing with balls and tunnels in the outside area.

Children are provided with a variety of food at the club. They follow routine hygiene procedures as they wash their hands before they eat and staff ensure tables are cleaned before tea. Children sit together to socialise, while they enjoy pizza and a drink. They are well mannered and sessions run smoothly, as all children are sensitively supported and behave very well. They understand how to keep themselves safe as they take part in fire drills and understand to inform staff when they need to access the toilets. Good relationships are in place between children and staff and this contributes to children being able to relax and have fun at the end of their school day.

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	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	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	4
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	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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