

Langstone Before and After School Club

Inspection report for early years provision

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Inspection date	17/01/2011
Inspector	Christine Clint
Setting address	Langstone School, Ascot Road, Copnor, Portsmouth, Hampshire, PO3 6EY
Telephone number	07989066170 or 02392832642
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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

Langstone Before and After School Club registered in 2000. It operates from Langstone Infants School in Portsmouth, Hampshire. Children have the use of the main school hall with kitchen facilities, two reception classrooms, toilets and an enclosed school playground. It is run by a committee of parents. The club is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children aged from four years to eight years may attend. Older children can also attend.

The group opens five days a week during school term times, with daily sessions from 8am to 8.45am and 3.15pm to 5.30pm. Both sessions take children who are attending the Infant and Junior schools. There are currently 45 children on roll, four of whom are in the early years age group. The club supports children with special educational needs or disabilities and also supports children learning English as an additional language.

There are five members of staff; four staff have qualifications in childcare and early years education and in play work. The setting has close links with both schools and the early years network locally for support and training.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The breakfast and after school club is well organised and planned to meet the individual needs of children in the Early Years Foundation Stage. Staff show a clear focus on including children and working with them to promote their development. There is a strong dedication to maintaining continual improvement whilst providing opportunities for socialising and relaxation. Most regulatory requirements are soundly met, although the attendance documentation does not fully comply with regulations. Staff are continuing to develop suitable systems to self-evaluate their provision.

What steps need to be taken to improve provision further?

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

- improve the daily record of attendance to show the times children are being cared for in the provision. (Documentation) 31/01/2011

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

- develop effective systems for regular self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The breakfast and after school club implements effective routines to ensure children are safeguarded at all times. All children are escorted to the nearby schools in the mornings by staff and collected at the end of the school day. There is a register in place, which notes the children present, although times of children's departure to school in the mornings and their arrival from school is not included in the register. All other times are noted; therefore this is a partial breach of requirements. The club uses the school hall and has their own entrance for arrival and departure. The premises are very secure and children can access all facilities, they are supervised for all outdoor play. All visitors to the club are recorded and signed in and out. Parents sign the register to confirm children's time of departure. The club has full records in place to show that all staff and committee members are vetted. There are very comprehensive policies and procedures in place to meet the regulations and these include a clear process for managing any complaints and for referring any concerns for children's welfare. Staff have attended child protection training and know how to implement procedures. There are established systems for assessing risks to children and records of checking the premises and the outdoor area are held. The club has established very effective fire drill routines, which children fully understand. Staff have systems in place to record any accidents and parents are informed. Children's individual health needs are recorded in advance and staff show an awareness of prioritising and planning for these.

Staff have a clear knowledge of assessing children's development to meet the requirements of the Early Years Foundation Stage. They show a strong ability to record children's progress and link with school and parents to promote and encourage children's learning. Information is recorded to show how children have settled and developed whilst at the club. The leadership and management is shared and effective team work and good communication is ongoing between the staff. Staff have started to implement self-evaluation questionnaires, which have been given to the children, although the responses have not been collated and used to further improve the provision. Staff are keen to encourage children to make choices and they provide a range of resources, which are selected in advance. Children often ask for play equipment and staff learn their individual favourites and make these available. Children have growing respect for each other across the age range and they show an understanding of equality and a positive attitude to differences.

The setting has very positive links with the school in which the club takes place. Staff have also established links with the junior school nearby, where some of the children attend. The club has good links with the local early years network, which they use for training and support, and also attend regular meetings with other after school providers in the area. Parents are very impressed with the improvements that have been made to the organisation of the club and the range of daily activities that staff provide. They show strong support for the staff, as they know how much they rely on the club as a facility. Parents are aware of the

developmental progress that children have made since attending the club and they recognise that children are continuing to learn through play.

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

Children are confident and arrive at the club happily, making choices over the activities they wish to be involved in and initiating their own play ideas. They are eager to talk and play with friends and enjoy a game of snooker. There are a variety of activities available in the hall on tables and on the floor. Children sit with staff to look at pictures showing flags of different countries, they can identify the union jack and enjoy discovering the differences between this and the flags of other countries. They learn the location of the different countries through the use of a globe of the world. Staff encourage them and talk about the various designs and countries. Children make links with their own family and seek out specific flags to make and take home.

Children develop role play games with pretend food, they say they are having a midnight feast and pretend to carry their picnic upstairs. They use the white board to practise writing names and they talk about letter sounds and how to write each other's name. Children sit with the dolls and talk about the differences in features and in hair colour, this is extended to describing their own hair and the varying lengths and whether it is straight or curly. Some children enjoy being quiet and using the construction bricks on the table.

Children begin to learn about good hygiene practices as they help with preparing the food for their snack, washing their hands with the hand gel supplied. Children are confident and encouraged to be independent as they make salad and cheese sandwiches and help themselves to drinks. They are sociable and capable; managing and making their own decisions. Children are monitored at all times, especially when leaving the room to go to the toilets, and fully supervised for outdoor play; staff ensure they know where children are at all times. They have space and freedom to move around the room and outdoor area. Children are generally aware of personal safety and the safety of others whilst playing, with staff offering a gentle reminder when necessary, for example, reminding them to position the snooker cue so no one can trip up.

The club rules have been established by the children and they include clear examples of encouraging children to build relationships by adding 'smiling and being happy with each other.' They play computer games together as well as snooker and they have talent shows and competitions that involve all the children. There are opportunities to celebrate different festivals, for example, pancake day, Chinese New Year and Diwali. Children take part in a wide variety of activities that strengthen and develop their skills for the future.

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	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	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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