

Fell Lane After School

Inspection report for early years provision

Unique reference number 953899
Inspection date 25/05/2011
Inspector Janet Singleton

Setting address Fell Lane Care Club, 1st Keighley Scout Hut, Holme Mill Lane, Fell Lane, Keighley, BD22 6BL
Telephone number 01535 664055
Email admin@kiddicare.org.uk
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

Fell Lane Care Club is one of several out of school clubs run by Keighley Kiddicare, which is a registered charity. It opened in 2001 and operates from one large hall in the 1st Keighley Scout Hut, in the Fell Lane area of Keighley. The club serves children attending Nessfield Primary School and Nursery School. A maximum of 32 children may attend the club at any one time. The club is open each weekday from 2.30pm until 5.45pm. All children share access to an enclosed outdoor play area.

There are currently three children attending who are within the Early Years Foundation Stage. The club also offers care to children aged over five years to eight years. The club is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The club employs two members of staff, all of whom have appropriate early years qualifications one at a Level 2 and one at a Level 5.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Practitioners have an appropriate understanding of the Early Years Foundation Stage and support children in making satisfactory progress towards the early learning goals. The learning environment is mostly safe and there are sufficient resources for the children. The required policies are generally in place, although some are incomplete. Partnership with parents, carers and other agencies are satisfactory with information shared to meet children's individual needs. Children are well behaved, being valued, respected and fully included. The quality improvement processes, such as the self-evaluation and practitioner's commitment and drive to improve, ensure the provider is aware of the strengths and weakness of the setting in order to implement relevant action plans.

What steps need to be taken to improve provision further?

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

- ensure the record of the risk assessment clearly states when it was carried out, by whom, date of review and any action taken following a review (Documentation). 09/06/2011

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

- review the policies and procedures to ensure they reflect the setting and ensure the complaints policy has the correct telephone number for contacting the regulatory body, Ofsted

- ensure children are kept safe and secure when playing outdoors in regard to the insecure fencing and the possibility of members of the public accessing the area
- review the planning of the setting and staff deployment to ensure that practitioners have time to support children in their play.

The effectiveness of leadership and management of the early years provision

Practitioners use their satisfactory understanding of the Early Years Foundation Stage to support and meet the needs of all children. The arrangements for safeguarding are appropriate and all staff have undergone robust vetting procedures to determine their suitability. Criminal record bureau checks are obtained for all adults. Supporting policies and procedures to safeguard children are in place and staff are confident of the action they need to take to protect children. The outdoor area is not sufficiently secure and therefore, younger children could potentially get out or members of the public access the area. The management and practitioners are aware of the strengths and weaknesses of the setting and of the action they need to take to bring about improvement. They are working with the local authority on assessing the quality of the provision to improve and promote sound outcomes for all children. Training is encouraged for all practitioners to develop their skills in early years practice. Appropriate deployment of the resources means children make choices from those set out under the areas of continuous provision, for example, mark making and computer area. However, the deployment of staff means there is not always time for practitioners to support children in their learning and development. This is predominantly when making the snack or when children are playing both indoors or outdoors at the same time.

Children are welcomed and fully integrated into the setting, their needs and wishes are addressed resulting in a fully inclusive environment. Practitioners assist children to learn about diversity through observing positive images, celebrating festivals and accessing resources which promote their understanding. The setting mostly maintains all documentation, policies and procedures, such as, equality of opportunity, health and safety and behaviour management, although some do not specifically relate to the individual setting. The complaints policy had the incorrect number for contacting Ofsted. The risk assessment does not include when it was carried out, by whom, date of review and any action taken following a review. This is a legal requirement. Practitioners have satisfactory relationships with both parents and other agencies and in particular, the schools the children attend. They share information to compliment the care and learning of the children. Information is shared with parents, with practitioners often acting as a link between the home and school. Relationships are well established, ensuring children needs are met.

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

Practitioners generally support children's progress and development with success. Children are secure and happy, enjoying a balancing of adult- and child-led experiences. They readily come into the setting after being collected from school. They decide what they want to take part in, keeping themselves occupied and interested. They particularly enjoy the outdoor area as they run, kick balls and play interactive games with each other as they use their imagination and develop their physical skills. The practitioners have a sound knowledge of each child and this enables a fully inclusive environment to be maintained. Practitioners are fully aware of the individual needs of all children and implement an observation and planning system to support them in their learning and development.

Children move freely both indoors and out as they access the mark making, computer and small world areas. They talk about what they are doing, using their language skills as they decide how they are to make their Chinese restaurant. They write menus and bring samples of food to be tasted from the role play area. They point out the spiders in the cobwebs and readily chat about the cobwebs being the spider's home. They chat about spiders in their own home and the spiders that crawl into their house, as they learn about the natural world. Children use their creative skills in the construction area as they make garages in which to park their cars. They play with the fire and police helicopters as they talk about what they are doing, about the role of the police and fire people in rescuing people. They become involved and engaged in their activity as they work together in their play. Behaviour is good as children respond positively to instructions. They are polite and discuss with the practitioner any issues regarding their play, as they learn to manage their own behaviour. They are encouraged to work together and to talk about their behaviour as they take part in the buddy role. This buddy process enables children to support each other and to take on the role of ensuring house rules are followed. As each child has the opportunity to be a buddy, it allows them to develop an awareness of responsibility and to find out how it feels to both manage and be managed. Practitioners oversee the process and intervene when necessary, explaining to the children the reason for the alteration of any decision.

Children have a balanced diet and enjoy the healthy tuna or cheese wraps for tea. They are reminded to wash their hands after attending to their personal needs. As a result children are encouraged to take care of and adopt positive personal hygiene practices. Through talking about the differences of people, celebrating festival and accessing resources to promote their understanding, children learn about diversity and the world in which they live. All children have the opportunity to take part in and benefit from the activities provided, resulting in an inclusive environment. They play together and sit together for their meals, developing an attitude conducive to learning and developing 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?	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	3

The quality of the provision in the Early Years Foundation Stage

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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	3
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	3
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met