

# Rice Lane Infant & Nursery Out of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY400598
<b>Inspection date</b>	20/06/2011
<b>Inspector</b>	Frank William Kelly
 <b>Setting address</b>	 Lynwood Road, Rice Lane, Liverpool, L9 3AE
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<b>Email</b>	
<b>Type of setting</b>	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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Rice Lane Infant & Nursery Out of School Club was registered in 2009. It is one of three settings run by a private provider and is based within several rooms of Rice Lane Infant School, which is situated in the Walton area of Liverpool. There is a secure, fully enclosed outdoor play area and the premises has full disabled access and facilities.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates a breakfast and after-school club during term time and a holiday club during some of the school holidays. It is open each weekday during term time between the times of 7.45am to 9am and 3.30pm to 6pm, and from 8am to 6pm during the school holidays.

A maximum of 32 children may attend at any one time aged from three years and, of these, 32 may be in the early years age group. There are currently 74 children on roll. Of these, 24 are in the early years age group and 28 are aged between five and seven. There are 22 children aged over eight.

There are three members of staff, all of whom hold appropriate early years qualifications. The setting receives support from the Early Years development team.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are eager and happy to attend this setting where a relaxed and well-planned activity programme, along with regular assessment, promotes the children's learning and development well. The setting is very well maintained and the procedures for safeguarding and promoting the children's welfare are consistently and securely implemented. Formal self-evaluation is still in progress but the day-to-day management have made very good progress since the last inspection and addressed all issues raised fully. Partnerships with the school and local early years team are firmly established and the engagement of parents is very good. Thus, children's unique needs are known and well met.

## **What steps need to be taken to improve provision further?**

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

- further extend staff's understanding about how they can support children to extend their critical thinking and make connections in their learning
- refine the self-evaluation and quality improvement processes to include a system of review and record-keeping that reflects the practice that takes place.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded well at this setting as improvements have been made to ensure that the vetting procedures and relevant record-keeping systems fully meet regulatory requirements and reflect the current guidance. A safeguarding policy is in place and staff are clear about their role and responsibilities for recognising and reporting suspected cases of abuse. The premises are very well maintained and staff undertake regular risk assessment which includes daily checks. Since the last inspection, outings have been included during holiday care and staff have created accurate and well-thought-out risk assessments and procedures for protecting the children during these activities. Fire safety equipment is fully serviced and checked through the school and fire safety has been further improved, as the staff have begun to regularly practise the evacuation procedures with the children.

The improvements made since the last inspection demonstrate a commitment by the day-to-day manager and staff to improve the quality of care for the children. All actions to improve and the recommendations made, have been fully addressed. The formal self-evaluation is still in its early stages and does not fully reflect the positive actions that the staff team undertake to accurately evaluate their provision. For example, parental questionnaires highlighted concerns about the arrangements for children as they transferred from classrooms to the club's base room. Staff reviewed the procedures and made simple changes to the route taken, thus resolving the concerns and improving the safety for the children. Another way the staff evaluate their provision is by inviting the children to express their views. These are recorded in pictures drawn by the children and notes are made by older children and staff. Staff use these comments and ideas to help plan future activities or obtain additional equipment.

The setting is well organised and children have good space and room to play. The close partnership with the school means that the setting's resources are greatly enhanced by the agreement that school resources can be used. Thus, children have regular access to electronic media, such as smart boards, and a varied range of creative materials, books and other toys. Resources are varied and reflective of the diversity of today's society and wider world. Staff have begun to include a wider range of activities that provide opportunities for children to talk about and explore the beliefs of their own and other people's cultures.

Parents are engaged well, with all regulatory documentation up-to-date and in place for each child. Displays and information about the registration is prominently displayed and photographs of the children, alongside the individual members of staff, provides parents with a visual reminder about who their child's key person is. Parents spoke highly of the care provided for their children and felt that the transition from school to club was a particular strength. They felt that the staff knew their children well and that their children were happy and safe. Most parents felt that information was shared well on a daily basis and that they were kept well informed. However, some were not always provided with newsletters. During the day, the staff of the club work alongside school staff. Consequently, there is a regular sharing of information which helps staff plan activities for the children after

their day at school. Should the need arise, there are sound systems in place that facilitate appropriate interagency working to support any children with special educational needs and/or disabilities.

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

Children are happy and chatty in this setting. They demonstrate a sense of feeling safe as they eagerly engage and greet staff with genuine enthusiasm. There is a real sense of community, fostered by the staff's ability to encourage the older children to support and include the younger children. For example, during the talent contest, the younger children were given roles by the older children and their performances were applauded. During these activities, the younger gain first-hand learning experiences as they listen to older children count and observe them writing for a purpose, such as when taking registration details for 'the contestants'. The younger children mirror this play, seeking clipboards, pens and pencils as they 'take notes' as they move around the playground.

Daily routines help children develop positive attitudes towards a healthy lifestyle as they follow good hygiene routines and participate in healthy eating activities, such as making home-made soup. The children are particularly active and the enabling environment actively encourages children to be physical and test their skills. They run around, ride trikes, climb the stationary frames, and play with bats and balls. The children are well behaved as the staff foster the children's early citizenship by encouraging children to be respectful of each other and share. They use fun activities that all children can contribute to and are included in such as making 'our calendar'. This includes all the children's birthdays and any other special events.

Staff have a very good understanding of the benefits of play and how this supports children's learning and development. They balance the requirement to observe and assess children, whilst maintaining a relaxed and informal play environment in which children enjoy their free time after a full day in school. Records of progress are maintained and clearly demonstrate the children's continuing development. Consequently, the children are engaged in activities of their choice but with sufficient variety and good challenge to extend their learning. Staff provide a range of activities, some of which are well planned and provide fun opportunities for children to problem solve, for example, through a treasure hunt. However, during other activities, such as making jelly, staff are less effective as they do not ask questions to help children think or predict. However, the organisation and variety of activities in general means that children enjoy good opportunities to explore and use a range of technology, count and use numbers and mark make for a purpose. They are developing positive attitudes to learning and are sociable and eager to try things out. These are considered the foundations for promoting 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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