

# Scotforth After School Club

Inspection report for early years provision

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**Unique reference number** EY410298  
**Inspection date** 07/06/2011  
**Inspector** Sheila O'Keeffe

**Setting address** Scotforth St. Pauls C of E Primary School, Scotforth Road,  
LANCASTER, LA1 4SE

**Telephone number** 0152 465 379 07796569719

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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

Scotforth After School Club is privately owned and managed as a social enterprise company. It was registered in 2010. It is located within Scotforth St. Pauls Church of England Primary School, Scotforth Road, Lancaster. It operates from within a dedicated after school club room with open access to the reception classroom, lounge, ICT suite and school hall when available. There are two secure, fully enclosed areas for children's outdoor play. Children attend from the host school. A maximum of 32 children aged under eight years may attend at any one time. The setting currently takes children from four years of age and also offers care to children aged eight to 11 years of age. The setting operates after school, Monday to Friday during term time from 3.10pm to 6pm.

There are currently 51 children on roll. Of these 26 are under eight years and of these, 10 are in the early years age range. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting provides for children with special educational needs and /or disabilities and children who have English as an additional language

There are six members of staff, including the manager, who work directly with the children. Of these, two hold a qualification at level 3 in early years and one holds a qualification at level 2 in early years. The setting receives support from the host school and the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Scotforth After School Club provides a friendly, welcoming and caring environment where children feel safe and fully included. Children can relax and enjoy each others company after school. They have an excellent range of opportunities to stimulate them to learn through play and enjoy these activities immensely. Their individual needs are extremely well met and they make outstanding gains in their learning and development. Self-evaluation is accurate and realistic and leaders and staff demonstrate a good capacity for improvement. although, systems to fully involve all staff are developing. Outstanding partnerships with parents and carers and other early years professionals make a significant contribution to benefit the children's learning and development.

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

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

- enhance the use of self-evaluation system by more fully involving all staff in identifying the setting's strengths and areas for development.

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

Detailed safeguarding and clear recruitment procedures are in place to ensure children are safe. Staff are vigilant and good arrangements are followed for children's registration on arrival and safe collection. The suitability of adults working with children is checked and staff are appropriately qualified and regularly attend training to ensure their knowledge and skills are up to date. Staff are secure in their knowledge of the setting's policies and procedures, enabling them to deal with any concerns that may arise about health, welfare and safety. Detailed risk assessments and premises checks, inside and outdoors, ensure the environment is suitable and safe for children.

The clear routines, organisation and attention to children's individual needs ensure they are all included and share equal opportunities throughout the setting. Staff actively promote equality and diversity and ensure children are fully integrated. Excellent resources and an extremely well planned and stimulating environment contribute significantly to children's outstanding progress.

Engagement with parents and carers is outstanding. Communication is highly developed. For example, parents are fully involved in supplying detailed information and suggestions to assist with planning activities and they receive regular, informative newsletters. Comments made by parents are extremely positive and they express how much they value the setting. For example, 'Fantastic facilities with very professional and friendly staff.'

There are excellent partnerships with the host school and with other early years professionals. As a result, expertise, training, advice sought and sharing of resources benefits the children and ensures their needs are extremely well met. This is particularly true for children with special educational needs and/or disabilities and children who have English as an additional language.

The management team has a clear understanding about the service they provide for children and their families and have a clear vision and overview of how to further improve the club. The staff team work collaboratively testing new ideas and questioning practice to help extend the setting but are not consistently enough involved in contributing to the self-evaluation process.

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

Children are very well cared for and make outstanding progress in their learning and development. The extent to which children make a positive contribution is excellent. Staff routinely ask children about their interests and gather their opinions about resources and act on this information consistently. A special diary is available for children to record and book their preferences for different resources, allowing them to make their own decisions and extend their play. Staff respond

well to the needs of the children and provide them with purposeful opportunities to follow their own interests. For example, one group of children are motivated by making gingerbread butterflies whilst others are engrossed, discussing and creating a sticker chart. Children's personal, social and emotional development is fostered extremely well. Children are highly confident and demonstrate excellent levels of co-operation and behaviour enabling them to interact extremely well and spend time after school enjoying each other's company. An example of this is their patience when sharing and taking turns using the computer games.

The staff promote excellent language development by their positive prompting and enthusiastic responses when supporting activities. The setting places a strong emphasis on all areas of learning and in particular the development of excellent social and creative skills and knowledge and understanding of the world. For example, children engage in many meaningful projects to explore positive images of gender, race and disability and enjoy stories to gain an excellent understanding of different cultures and religions.

Children have a good awareness and understanding of healthy lifestyles. They routinely remember to wash their hands before enjoying a good range and choice of healthy snacks which they often help to prepare. They have a garden area where they grow vegetables and fruit which helps them to be aware of healthy living. They keep themselves fit through a good range of physical activities both indoors and outdoors. Children demonstrate how to be safe in the careful way they conduct themselves when playing and moving around the setting.

Children thoroughly enjoy all the activities on offer and spend quality time with their friends. The exceptional organisation of the activities, equipment and resources offers rich, varied and imaginative experiences that help children make outstanding progress in their learning and development and develop excellent 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	1

### 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	1
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	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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