

# Avenue After School Club

Inspection report for early years provision

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**Unique reference number**

EY420492

**Inspection date**

16/06/2011

**Inspector**

Patricia King

**Setting address**

Avenue Primary School, 170-174 Avenue Road Extension,  
LEICESTER, LE2 3EJ

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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**

Avenue After School Club opened in 2010. It is privately owned and operates from the Avenue Primary School in Clarendon Park, Leicester. There is disabled access to the main buildings, however, some of the areas used are accessed via stairs. All children have access to a fully enclosed outside playground. The club is open each weekday from 3.15pm. until 5.30pm. during term time only and is for the children attending Avenue Road School.

The setting is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 30 children aged from four to eight years may attend at any one time. There are currently 23 children on roll, six of whom are in the early years age group. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently four members of staff working with the children, two of whom hold an appropriate early years qualification. The setting receives support from the local authority and has links with the school.

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

Overall the quality of the provision is good.

Positive partnerships with parents, local schools and other agencies have been effectively established to ensure that that all children are fully provided for and they get any additional support they need. Staff know the children well and work as an enthusiastic, informed team to ensure that children's individuality and needs are recognised and met. A comprehensive range of policies and procedures is in place to support the safety and welfare of children and staff demonstrate sound understanding of how to use these effectively. This is the first inspection since registration. Systems to monitor and evaluate the setting's performance are in place.

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

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

- develop systems to ensure self-evaluation continues to be used effectively to drive and secure ongoing improvement.

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

Robust recruitment and vetting procedures are in place to ensure that all adults are suitable to work with children. Staff demonstrate good understanding of their responsibilities with regard to safeguarding children and describe clearly how to take appropriate action to report any concerns they have. Safety is carefully considered in this setting and detailed risk assessments indoors, outside and on

outings ensure hazards are identified and minimised. Consequently, children are cared for in a safe, secure environment.

The environment and resources are arranged effectively to offer stimulating play and learning opportunities indoors and outside. Staff are knowledgeable and enthusiastic, working together as a cohesive team to promote children's welfare, learning and development. All required policies and procedures are in place and regularly reviewed to ensure they are effective and staff demonstrate good understanding of these documents. Parents feed back their satisfaction and positive comments about the ways they are informed and included in their child's learning and care. They report that they recognise and value the good role models displayed by staff. This means the setting successfully makes all children and their families feel individual and valued. The setting has established positive partnerships with others involved in the children's lives, such as the host school. Effective systems are in place to support children with special educational needs and/or disabilities and to ensure children with English as an additional language are fully included in all aspects of the setting. This supports children's overall development and progress and ensures that all children are enabled to fully participate and benefit from their time at the club.

The setting uses self-evaluation, feedback from parents and children and other professional agencies to evaluate their services. They are beginning to use this information to inform, drive and secure ongoing development.

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

Children enter the setting with confidence eagerly settling into the after school activities. A varied and interesting range of play and learning experiences successfully embraces all areas of learning. There are thoughtfully planned and well-resourced opportunities for the children to explore and experiment with different materials and substances. They enjoy creating artwork, models and gifts for families and friends. For example, their sewing skills have been challenged to create individual and personal bookmarks for Mother's Day and they are eagerly decorating cards for Father's Day. Children demonstrate great pride in showing visitors examples, records and photographs of their achievements and adventures.

Staff know the children well, they have formed positive relationships and encourage them to join in, make friends and respect each other. Children are encouraged to share their talents and skills, for example, by playing a musical instrument to the group or sharing an interest or hobby. Careful attention is paid to support every child so that no group or individual is disadvantaged and all children are fully included. Children's self-esteem and confidence is successfully nurtured and boosted as they are acknowledged to be unique individuals in a wider world and learn to appreciate and respect differences. For example, by learning about important events in the lives of others such as Chinese New Year celebrations.

Children behave well and follow the simple agreed rules to promote safety and

harmony in the setting. They knowingly describe and demonstrate the procedures they follow to promote safety and security, such as, vigilantly recording when they leave the room to go to the toilet. This means children develop good awareness of the importance and reasons for efficient security and personal safety routines. Children's understanding of healthy lifestyles, such as, having a nutritious diet and good personal care routines is well supported. They knowingly explain why these practices are important to their health, welfare and growth.

## 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

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	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