

# Moorside After School

Inspection report for early years provision

---

**Unique reference number** EY410291  
**Inspection date** 29/06/2011  
**Inspector** Lisa Patterson

**Setting address** Moorside School, Bowerham Road, LANCASTER, LA1 4HT

**Telephone number** 01524 381403  
**Email** drkc@btconnect.com  
**Type of setting** Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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

Moorside After School Club is one of two clubs operated by Dallas Road Kids Club, which is a not for profit social enterprise company limited by guarantee. It has been operating since 2001 though was reregistered in 2010 under private ownership. Children have access to the Kids Club Room, upper hall, activity room and the adjacent top playground of Moorside School. It is open each weekday from 3.10pm till 6pm, during term time. The club also operates an out of school facility during each half term from 8am till 6pm.

The club is registered to care for a maximum of 56 children aged three to eight years at any one time, no more than 24 of whom may be in the early years age group. There are currently 18 children in this age range on roll. The club is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The club supports children with special educational needs and/or disabilities.

There are six members of staff, five of whom hold early years qualifications to at least Level 2.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a well developed understanding of the children's individual needs, which ensures children's welfare and learning are effectively supported. Children's safety and security are a priority and staff are vigilant in implementing the setting's procedures. Some required information is not available on children's registration forms. Partnerships with parents and other agencies involved with the children, including the school, are well established. Information is regularly shared in order to make sure their needs, including any additional needs, are met. The setting is committed to progression and has begun to implement monitoring methods which include information from a range of sources.

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

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

- revise current records of children's details to show more clearly their family circumstances, including which parent or carer the child normally lives with and who has legal contact and parental responsibility (Documentation). 28/09/2011

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

- recognise the value of continuous quality improvement by using quality improvement processes, such as the Ofsted self-evaluation form, as the basis of ongoing internal review, assessing what the setting offers against robust and challenging quality criteria.

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

Children are fully safeguarded. Staff have a secure understanding of child protection, have attended training and know the procedure to follow should they have a concern. They are well supported by the owner of the setting. Comprehensive, though easy to understand, policies are in place, shared with parents and are well understood by staff. All required documentation is in place and effectively completed, with the exception of the clarity of the children's registration forms regarding parental responsibilities and who the child lives with. Risk assessments are in place and updated annually. Daily assessment of risk are undertaken to maintain children's safety. The provider is unable to provide evidence that Ofsted has been notified of the change to the person who is managing the early years provision. It is a legal requirement to do so. On this occasion Ofsted does not intend to take further action.

The setting is forward thinking and works closely with the partner setting to provide good quality care. Staff attend regular training events to keep their knowledge base current and systems for monitoring the setting are beginning to be implemented, such as the production of parental questionnaires. Formal systems for monitoring effectiveness against robust criteria are in their infancy.

Early years children enjoy playing in a dedicated room, organised into areas of continuous provision. During outdoor play they interact more fully with older children and this is very well managed to support the needs of both groups. They self-select from a good range of easily accessible resources which are labelled with words and pictures. Resources are chosen to ensure they portray the diverse society in which we live. Children are supported in taking good care of the toys to promote sustainability. Staff are very well deployed and interact fully with the children, instigating games but also sharing in their fun and achievements.

Effective partnerships with parents are in place and they are warmly greeted on arrival to collect their children. They receive a wealth of information about the setting and the Early Years Foundation Stage provision, and are fully included in their child's learning journey from the beginning. Partnerships with the school and preschool are well established and provide continuity of care and learning for the children.

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

Children thoroughly enjoy their time in the setting. They eagerly share their experiences of the day with staff who are genuinely interested in them. They fully participate in the routine of the session, which provides them with security. They are encouraged to share with their friends and staff are very good role models. Children receive a great deal of praise and encouragement, and behaviour management techniques are consistently applied by staff. Reminders about safety are part of every day activities and children take some responsibility for their own safety. Introductions to new equipment include discussions about the safest way to play with it, with reminders when it is used. There are clear rules and boundaries and children move around the setting safely. There is a happy, friendly atmosphere in which children can relax after a long day at school or preschool.

Hygiene standards are well maintained, with hand washing prior to eating or handling food. Children thoroughly enjoy the snacks on offer and take part in their preparation, such as buttering their own toast. Children enjoy daily opportunities to play in the fresh air and the playground is well used to exercise. Children fully participate in the circus skills workshop, spinning plastic plates, juggling and becoming experts with the Diablo. Free play activities are also available outside and children can be seen creating their own games with balls, hoops and beanbags, supported by staff.

'All about me' booklets are completed by parents and provide valuable information about the children on entry to the setting. Ongoing observations are used to provide a focus to future planned activities and to fully support children's development, in conjunction with ongoing information from the school. Children enjoy a wide range of well planned activities on a daily basis that meet their individual needs.

Children are well mannered and respond well to the clear boundaries in place. They show confidence when speaking to the group during circle time and there are many opportunities for enjoying books in the quiet area. The environment is rich in language displays. Children count and measure during play activities, such as how many bean bags can be balanced and carried on your head. They learn about different cultures through planned activities, such as, making Chinese lanterns for Chinese New Year and stitching shamrocks for St Patrick's Day. All children are valued and they willingly talk about how they are feeling during circle time. They are physically active on a daily basis and develop both small and large muscle groups. They thoroughly enjoy exploring the shaving foam, 'squidging it' through their fingers and drawing pictures. There is a wealth of creative activities, from role playing in the kitchen area to producing masterpieces with a good range of media and materials.

## 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
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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