

# Edenfield Breakfast and After School Club

Inspection report for early years provision

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**Unique reference number**

EY358677

**Inspection date**

18/07/2011

**Inspector**

Jane Shaw

**Setting address**

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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

Edenfield Breakfast and After School Club is one of two clubs managed by a voluntary management committee. It was registered in 2007 and operates from four rooms within Edenfield School, Edenfield, close to Bury, Lancashire.

A maximum of 32 children under eight years may attend the setting at any one time. The club currently takes children from four years of age and also offers care to children aged eight years to 11 years. The setting is open each weekday from 7.45am to 8.55am and 3.15pm to 6pm, term time only. Children have access to several areas within the school grounds, which are secure. Children attend from the host school only.

There are currently 88 children on roll, of these 37 are under eight years and of these, nine are within the early years age group. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are six permanent members of staff, including the managers, plus a relief staff member, who work directly with the children. Four of the staff hold a qualification at level 3 in early years and two hold a qualification at level 2 early years. The setting receive support from the local authority, and is a member of the 4Children.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Edenfield Breakfast and Afterschool Club provide the children who attend with a welcoming and fully inclusive environment. Staff know each child well, and value their individuality and uniqueness, as a result children are happy, settled and make good progress in their learning and development. Required policies and procedures are in place to support children's welfare, learning and development. Although, some of the documentation required for the safe and efficient management of the provision, in regards to risk assessment and evidence of assessing suitability of staff have not been met, which is a breach of the specific legal requirements. Partnerships with parents and carers and effective and with other early years mostly strong. Self-evaluation is satisfactory and identifies most of the areas for improvement.

## 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 information to assess suitability to demonstrate to Ofsted that checks have been done include the unique reference numbers of CRB Disclosures obtained and the date on which they were  
31/08/2011

- obtained
- improve the record of risk assessment so that it includes information on when it was carried out and by whom

31/08/2011

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

- develop further the systems for self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- develop further the two-way flow of information with other providers delivering the Early Years Foundation Stage to further support the children's continuity of care and learning.

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

There is a clearly written policy and procedure in place to ensure children are fully safeguarded in relation to abuse and neglect and all staff demonstrate a clear understanding of the procedure to follow. Robust recruitment procedures are in place in relation to obtaining written references, full employment history and identity checks to assess suitability of all staff working with the children. In addition Criminal Records Bureau (CRB) are obtained for all permanent staff and records include the unique reference numbers of CRB Disclosures obtained and the date on which they were obtained. However, this record does not include details of the unique reference number of CRB Disclosure obtained and the date on which it was obtained, for a casual member of staff involved in the care of children. This is a specific legal requirement of the Statutory Framework for the Early Years Foundation Stage, which has not been met and compromises the children's welfare.

Staff supervise the children well and take positive steps to ensure all hazards to children are kept to a minimum. Consequently, children can move freely and safely both indoors and outdoors. However, the written risk assessment does not detail when and by whom it was checked. This is specific legal requirement of the Statutory Framework for the Early Years Foundation Stage, which has not been met. All other required documentation such as accident and medication records are in place and help secure children's health and welfare.

Staff show a strong commitment to the children and meet daily to discuss the activities and children and attend regular team meetings. Inset days and appraisals are used well to enable staff to reflect on specific aspects of the setting and consider ways to improve the service they offer. The registered person and person in charge are well experienced and are clearly motivated to help improve outcomes for children in relation to the learning and development requirements of the Early Years Foundation Stage. However, self-evaluation in relation to identifying and implementing all the requirements of the Statutory Framework for the Early Years Foundation Stage, although based on appropriate levels of monitoring and analysis is uneven in rigour, to fully secure the children's safety and welfare. The

implementation of recommendations from the last inspection and the setting's self-evaluation and action plans for the future development demonstrate a satisfactory capacity to secure improvement.

Staff are well deployed within the club and resources are organised effectively for children to self-select. As a result children are independent learners as they make choices. An effective assigned key worker system works well to help staff know children's abilities and to help meet their individual needs well. Partnerships with parents and carers are good. They are kept well up to date as they have access to information about the setting through regular newsletters, displays and access to policies and procedures. They receive feedback on their children's progress, have access to their child's 'learning journey' and are invited along with their children, to complete feedback questionnaires. Parents and carers speak very highly of what the club offers their child. Partnerships with other providers delivering the Early Years Foundation Stage are mostly good. However, systems to share information do not consistently include information about activities or individual children's progress and achievements in order to ensure a complementary curriculum and continuity of learning. Equality and diversity is actively promoted and staff ensure all children have equal access to all opportunities and resources, as a result, inclusion is well promoted.

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

Staff have a good understanding of the learning and development requirements and use this knowledge well to offer children access to a wide range of activities and experiences. An effective key person system ensures children feel safe and secure, and as a result, they make good progress in their learning and development. Children arrive from school happy and eager to participate. Children's opinions are valued. For example, they make suggestions for activities and menu planning. Children's behaviour and attitude to learning is extremely positive. They play very well together, share and take turns and show good levels of involvement in the activities available. All staff undertake observations and assessments of individual children's progress and achievements and update developmental records. Staff use this information well to plan activities based on children's interests and provide well for their development and enjoyment. Children confirm that they are happy and enjoy the club.

Snack time is a social occasions where children from different classes enjoy sitting together with staff and talking about their day. These positive relationships encourage children to communicate their ideas, thoughts and opinions. Children confidently negotiate and make suggestions and show excellent levels of concentration as they persevere at activities such as constructing models. They have a good variety of opportunities to write, make marks and use books to increase their literacy skills. Children develop good problem solving skills as they use board games, matching and sorting games and threading beads to sequence. The available outdoor play space gives them the opportunity to be involved in a varied range of physical play activities in large and small groups. Children's creative skills are developing well. They eagerly produce unique individual and group pieces of art, such as painting boxes to make suitcases, individual paintings

and a three dimensional model of their school. They are excited when they mix paints to make different colours. Children's knowledge and understanding of the world is fostered well. They have some good first hand experiences to explore outdoors, using magnifying glasses to look at insects, and enjoy planting a variety of vegetables and flowers. They are engrossed in imaginary play using a variety of small world resources.

Children enjoy healthy snacks such as fruits and vegetables, and enjoy tasting foods from around the world, such as paella and pizzas, as they celebrate Spain and Italy. They have access to fresh drinking water at all times, which they access independently during the session. They are aware of the need for good hygiene routines, and together with outdoor play opportunities children's health and physical development is well promoted. Children are encouraged to develop an awareness of their own safety and well-being through discussions. For example, they are reminded about the safe use of tools and equipment during their play and their safety when in the outdoor play space. The activities and opportunities offered; staff interaction and commitment clearly supports the good development of children's 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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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	3
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