

Middleton Tyas Before and After School Club

Inspection report for early years provision

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Inspector	Lindsey Pollock
Setting address	Middleton Tyas C of E Primary School, Kneeton Close, Middleton Tyas, RICHMOND, North Yorkshire, DL10 6SF
Telephone number	01325377285
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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

Middleton Tyas Before and After School Club was registered in August 2010. It operates within Middleton Tyas C of E Primary School. The club serves the local area and has strong links with the school. The club is accessible to all children and there is a fully enclosed area available for outdoor play.

The club opens Monday to Friday during school term times. Sessions are from 7.30am to 8.40am and 3.15pm to 6pm. Children are able to attend for a variety of sessions. A maximum of 30 children may attend the club at any one time. There are currently five children attending who are within the Early Years Foundation Stage. The club also offers care to children aged over five years. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The club employs three members of child care staff. All hold appropriate early years qualifications at level 3 or above. Additional specialist staff also deliver sessions. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and enjoy their time at the club. Staff promote children's welfare learning and development, in line with the principles, practice and requirements of the Early Years Foundation Stage. Sound partnerships with parents are established so that children's individual needs can be met. Effective systems are in place for self-evaluation and monitoring. The staff team have an action plan in place for the development of the provision and are keen to implement this. Consequently, there is a good capacity to maintain continuous improvement of the provision.

What steps need to be taken to improve provision further?

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

- provide further activities and resources to help children to begin to know about other people's cultures in order to understand and celebrate the similarities and differences between them in a diverse society
- provide a place for children to rest and relax
- develop ways to involve parents in the evaluation of the setting to help identify priorities for development.

The effectiveness of leadership and management of the early years provision

Good procedures for safeguarding children and protecting their welfare are in place. Staff have completed training and have the relevant knowledge and understanding of possible indicators of abuse and neglect. They are fully aware of the steps they must take should they be concerned about a child. Robust recruitment and vetting procedures are in place to ensure that all adults caring for children, including those with a specialist role, are suitable to do so. Effective risk assessments ensure children are safe whilst on the premises and on outings. All staff have completed recent paediatric first aid training and appropriate records are kept of any accidents.

Staff work together to monitor and evaluate the provision. They use a self-evaluation form to help with this and are aware of the setting's strengths and areas for development. Children are involved in this process. Staff consult with them verbally and a suggestions box is also in place. Although parents are spoken to on a daily basis, more formal ways of gathering their feedback to help with further development have not yet been implemented. The equal opportunities policy is clearly understood and reflected well in group practice. All children are valued and included. Staff work hard to adapt activities so all can participate fully. Resources are plentiful and in good condition. A good selection is made available to children at each session. However, there is currently no provision for children to rest and relax and in comfort.

Partnerships with parents are relaxed and friendly. Information is shared verbally so that children's needs can be met. Parents speak positively of the care their children receive. Partnerships with the school are good and are a strength of the setting. Staff work closely with the reception class teacher to monitor children's progress and plan for the next steps in their learning.

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

Staff have a good understanding of the Early Years Foundation Stage. They are skilful in providing fun activities which complement those in school. This provides continuity in children's learning. They also recognise that the club is a place for children to relax after a busy day and children are free to choose from a wide range of activities. Systems for observation and assessment are effective with staff working closely with the school to maximise children's progress towards the early learning goals. Staff are warm and caring and good relationships are evident.

Children enjoy the company of their peers and of the older children in the group. They are confident and play well together. They understand about sharing and turn-taking and behaviour is good. Children's communication, language and

literacy skills are good. They successfully join in treasure hunts looking for items beginning with different letters of the alphabet. They enjoy stories such as 'Going on a bear hunt' which they act out pretending to be 'bears' and hiding in 'caves'. Children participate in National fundraising events, helping to raise money for children less fortunate than themselves. Their confidence and competence in problem solving, reasoning and numeracy is developing well. They successfully engage in games such as snakes and ladders and dominoes and correctly weigh ingredients when baking. They love experimenting and investigating such as making their own 'volcanic eruptions'. They participate in some activities such as celebrating Chinese New Year when they make Chinese dragons on sticks. However activities such as these and provision of resources which depict positive images of diversity are limited. This means children's awareness and appreciation of diversity and the world in which they live is not fully promoted.

Children have an increasing understanding of how to keep themselves safe. For example, they practise how to evacuate the building in an emergency and learn about road safety when on outings. Provision for outdoor play is good. Children get lots of fresh air as they enjoy free play outdoors and organised games such as rounders and croquet. Football coaches and dance teachers also provide exciting fun sessions which promote children's physical development. Children recognise what foods are good for them. They enjoy healthy and nutritious snacks and participate in activities which promote their understanding of healthy eating.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3

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

Outcomes for children in the Early Years Foundation Stage	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