

Levendale Before and After School Club

Inspection report for early years provision

Unique reference number	EY422847
Inspection date	22/07/2011
Inspector	Vivienne Dempsey
Setting address	Levendale Primary School, Mount Leven Road, YARM, Cleveland, TS15 9RJ
Telephone number	01642783684
Email	
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

Levendale Before and After School Club was registered in 2011. It operates within Levendale Primary School in Yarm. The club serves the local area and has strong links with the school. The nursery 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 7.55am until 9am and 3.15pm until 5.30pm. Children are able to attend for a variety of sessions. The club is registered on the Early Years Register and on the compulsory part of the Childcare Register. A maximum of 24 children may attend the club at any one time, all of whom may be on the Early Years Register. There are currently 11 children attending who are within the Early Years Foundation Stage. The club also offers care to children aged over five years to 11 years.

The club employs three members of childcare staff. Of these, all hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide a warm, friendly welcome for all children and their families. A good range of information is collected from parents prior to admission, enabling the staff to meet children's care needs and parents' requests very well. Staff know children well, therefore they make good progress in their learning and development. Good systems are in place for self-evaluation. For example, staff use the Ofsted self-evaluation form to highlight the strengths and weaknesses of the provision, enabling them to secure continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to develop availability of all resources to enable children to access these independently.

The effectiveness of leadership and management of the early years provision

Clear safeguarding policies and procedures are in place. Staff have a good understanding of safeguarding issues and how to implement procedures, which helps to protect children's welfare. Effective risk assessments are in place and daily checklists are completed. Consequently, risks are eliminated and the environment is very safe for children to move around freely. Records required for the safe and efficient management of the setting are very well maintained and meet the needs of all children well. For example, a record of children's and staff's attendance is in

place and accurate. This ensures adult-to-child ratios are maintained at all times, helping to protect children's welfare.

The setting works effectively with parents to ensure children's individual needs are met. Flexible sessions help to meet the needs of working parents. Parents are well informed of their children's learning and development through the use of learning journeys and conversations with staff. Parents state that they 'would totally recommend for other parents to use, just love it, children don't want to come home'. Exceptionally good links have been developed with other providers, which ensures continuity of care, learning and development for all children. Contact books are in place and these ensure information is shared with the setting, other providers and parents. This ensures parents and all providers are fully informed of children's progress. Although there are no children currently on roll with special educational needs and/or disabilities, there are very good systems in place to support them. Each child is recognised for their uniqueness and staff encourage all children to learn to value differences and diversity through activities and sharing information.

The environment is conducive to learning, safe and well cared for. Resources are good, fit for purpose and support children's learning and development. Staff have devised a catalogue system for children to access most resources. However, due to limited space, some resources are not independently accessible, which slightly limits children's independent access to these. Staff demonstrate an enthusiasm for their work and are developing their ideas for the future. They are committed to developing the service they provide and parents and children are meaningfully involved in the self-evaluation process.

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

Staff provide a stimulating and interesting environment to support children's learning and development, both indoors and out. They have a good knowledge of the learning and development guidance for the Early Years Foundation Stage. Staff know children very well and are fully aware of their interests and individual learning needs. Sensitive observational assessment is undertaken and learning journeys show children's achievements and progress across the six areas of learning. These are shared with parents and other providers to ensure continuity in their learning and development.

Children are very well behaved, and this is encouraged by the staff, who are positive role models and create a calm and positive environment by listening to and praising children. They enjoy a range of creative activities, such as, making butterfly prints and weaving with wool. They have great fun within the outdoor environment, such as, building dens and playing tennis. Children show they are happy and confident in all areas and engage with adults readily. They chatter willingly with adults and each other and show they are confident communicators. They have great fun decorating biscuits. They take turns to stir the mixture and wait patiently for their turn. They talk confidently about the changes to the icing sugar when they add water, and excitedly tell their parents what they have done

when they come to collect them. Children show an interest in dinosaurs and have great fun creating a dinosaur world with a variety of materials. Staff fully support and develop children's interest by providing a range of materials, resources and books, developing their knowledge of the different dinosaurs and the environment in which they lived.

Warm and caring relationships with the staff help children to feel safe and secure in their surroundings. They learn about possible dangers and how to keep themselves safe through routines, such as fire evacuation procedures. Good hygiene practices across the provision help to minimise the risk of spreading infection. Children learn the importance of good personal hygiene habits, such as washing their hands before snacks and before taking part in baking activities. They confidently talk about the importance of hand washing and state they 'need to get the germs off'. Fresh drinking water is freely available during the session and healthy snacks are also provided. This helps promote children's understanding of healthy foods, while helping to keep them hydrated and nourished.

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	1
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

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