

Lighthouse Club

Inspection report for early years provision

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Inspector	Jennifer Turner

Setting address	St. Nicholas RC Primary School, Jockey Road, SUTTON COLDFIELD, West Midlands, B73 5US
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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

The Lighthouse Club opened in 2011 and operates from premises at St. Nicholas RC Primary School in Sutton Coldfield. Children have access to an enclosed outdoor play area. It is open each weekday from 7.30am to 9am and from 3.30pm to 6pm each weekday during term time only.

The club is registered on the Early Years Register. A maximum of 50 children may attend the club at any one time. There are currently six children attending who are in the early years age range. The club has a number of children with special educational needs and/or disabilities.

There are four members of staff who work with the children, of whom two hold a level 3 early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time in the club and develop positive relationships with staff and each other. They are fully included in a wide range of interesting activities. Children are well cared for in a welcoming and inclusive environment and staff promote most aspects of children's welfare and learning successfully. Partnerships with parents and carers, other early years professionals and the host school are good and information is shared effectively. Staff accurately identify the club's strengths and areas for improvement and there is good commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- use observations to inform future planning and identify children's next steps in learning
- improve the two-way flow of information with parents to promote a shared understanding of children's individual needs and involve parents in practical ways to support their child's learning and development.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding issues and know their roles in child protection and what action they are required to take if they have any concerns. Clear policies and procedures are fully implemented in order to ensure children are safeguarded from harm and neglect. There is a clear staff recruitment policy in place which ensures all staff who are employed are vetted for their suitability and undergo a sound induction process. The safe and secure indoor and

outdoor environments are well maintained. Staff are deployed effectively to ensure children are fully supervised at all times. Children use a wide range of toys and equipment which are safe and suitable for their ages and stage of development. Risk assessments are carried out regularly and staff carry out daily safety checks at the beginning of each session to ensure that the environment is safe and suitable.

Partnerships with parents, carers and the schools it serves are good. Parents and carers receive regular information through discussions, newsletters and an informative display board. They feel staff are friendly, caring and approachable. The relationship with the host school is good and the club benefits from the use of its facilities, including the hall and outdoor environments. In addition, strong links have been established with the reception teacher to ensure children's needs are planned for. As a result, the individual needs of children are taken into account when organising routines so that they are fully included.

Staff gain all the necessary information about the child's background and needs in order to provide appropriate care and promote equality and diversity. Staff have a good relationship with the children and are able to sensitively support any with special educational needs and/or disabilities. They actively promote equality and diversity and ensure children are fully integrated. The very friendly and approachable staff exchange information with parents each evening to ensure care is consistent. However, parents are not actively encouraged to get involved in practical ways to support their child's learning and development. The club has recently started to make use of self-evaluation in order to identify strengths and some areas for development. This ensures continuous improvements. Parents and children are able to share their views about the club with the use of questionnaires and a suggestion box.

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

The club provides an enjoyable, busy and secure environment for children before and after the school day. They enjoy the end of term party, playing musical bumps and pass the parcel, as well as eating their favourite party food. Children enjoy a stimulating environment in which their art and craft work is valued and displayed for all to see. Staff value their views and incorporate these in their planning and choice of activities. Children have good relationships with staff and each other and older children like helping younger children. They are motivated by a wide range of interesting activities and experiences. For example, children eagerly participate in games of pool, football and tennis. They design and build models with construction materials and paint self portraits. Children use language well to communicate, initiate conversations, describe what they are doing and organise their play. They behave well because they are given ownership to devise their own club rules. They learn to take turns, share play resources and show respect for others. Staff help children develop a positive attitude towards people's differences by providing a good range of resources that reflect diversity and planning activities to celebrate cultural festivals, such as Chinese New Year and Diwali.

Children are gaining a good understanding of keeping healthy and safe. They

enjoy a healthy snack, such as, cereal, toast, crackers, and fresh fruit. Water is readily available and children are able to help themselves. Children are developing their independence through tasks, such as choosing toys and equipment for themselves and taking responsibility for monitoring popular games. They feel safe and secure because staff teach them about road safety and stranger danger and how to use equipment safely. As part of their daily routine, children understand the importance of washing their hands before eating, using liquid soap and paper towels to protect them from the risk of cross-infection. Good systems are in place to ensure appropriate care is offered if children have an accident or become unwell, as at least two members of staff hold current first aid qualifications and appropriate records are kept, promoting children's welfare.

Children respond well to the good care and support given by staff. They enjoy playing with board games and being creative when painting, sketching and drawing. They investigate the natural environment as they plant sunflowers and record the weather conditions and temperature of the outdoors. Most staff have a good knowledge of the areas of learning and are able to plan activities around children's interests and abilities. The staff observe children as they play and they use the learning journals to record what children can do. They link these to the areas of learning, however, these are not yet used to plan the individual next steps in children's learning.

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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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