

Southwell After School Club

Inspection report for early years provision

Unique reference number

EY411686

Inspection date

08/08/2011

Inspector

Sue Riley

Setting address

Lowes Wong Junior School, Queen Street, SOUTHWELL,
Nottinghamshire, NG25 0AA

Telephone number

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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

Southwell After School Club was registered in 2010. It operates on the school site of Lowes Wong Junior School in a designated portacabin room within the school in Southwell, Nottinghamshire. It is registered to care for up to 24 children from three to eight years old.

A maximum of 24 children aged three to eight years may attend the setting at any one time. There are currently 38 children attending, four of whom are within the early years age range. The provision also offers care to children aged over five to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. Children come from the local and wider communities.

The club is open each weekday from 7.45am to 8.45am and from 3.25pm to 6pm during school term times. During the school holidays the club operates between the hours of 8.30am and 5.30pm. The club is closed in the last two weeks of the summer holidays and during the Christmas holiday period. All children share access to a secure enclosed outdoor play area. The club employs five members of staff. Of these, three hold appropriate early years qualifications and two are working towards a qualification. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children settle well in the club and receive suitable levels of care because the qualified staff work closely with individual children and their families. Effective partnerships with parents ensure that children's individual needs are met and their protection is assured. The staff's increasing focus on promoting children's learning and development demonstrates that the setting's capacity to improve is satisfactory. Systems are generally in place to support the setting to meet most of the requirements of the Early Years Foundation Stage and to ensure that children make sufficient progress.

What steps need to be taken to improve provision further?

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

- maintain records for the safe and efficient management of the setting and to meet the needs of the children, with reference to maintaining a daily record of the names of the children looked after on the premises and their hours of attendance (Documentation) (also applies to both parts of the Childcare Register) 09/08/2011
- ensure necessary steps to safeguard and promote the 22/08/2011

welfare of children, with reference to gaining information about who has legal contact with and who has parental responsibility for each child (Safeguarding and promoting children's welfare)

- ensure necessary steps to safeguard and promote the welfare of children, with reference to ensuring parental permission is requested, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare).

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

- support children's understanding of the wider world by expanding the range of resources to reflect the diversity of children and adults within and beyond the setting
- update the record of risk assessment to include any outings to ensure children's safety
- develop the use of reflective practice and self-evaluation to identify current strengths and priorities for development that will improve the quality of the provision for children.

The effectiveness of leadership and management of the early years provision

Priority is given to keeping children safe and secure. Their welfare is mainly safeguarded due to staff demonstrating that they have a suitable understanding of the safeguarding policy and procedures and know how to take appropriate action in the event of any concerns. Robust recruitment procedures ensure only suitably vetted and skilled staff work with the children. Through the use of risk assessment and appropriate levels of supervision, children play in a safe and suitable environment with an appropriate range of activities. However, the risk assessments for outings are not so thorough, and are mainly just verbal discussions between staff. These do not clearly identify the risks to children. Staff work closely with the children, playing with and alongside them, teaching them new skills and offering emotional support when needed. Staff are able to deal with minor accidents as there are qualified first aiders on site at all times and relevant equipment is available to allow them to act in the children's best interests. However, they do not have written parental permission from parents for the seeking of any necessary emergency medical advice or treatment for all children. They also do not have sufficient information regarding who has legal contact with or parental responsibility for all children. Both of these are a breach of regulations and compromise children's safety as they cannot act immediately in the best interest of the child.

The maintenance of most records to ensure children are safeguarded are mainly effective. However, the system of children's attendance during the holiday club is

not helpful as it does not record the children's full attendance. Effective policies and procedures ensure that children are safe in the setting. These are readily available for all parents to ensure they are fully aware of how the setting is run.

The setting is in the very early stages of evaluating its practice and looking at ways to improve the provision for children. The staff team work well together and demonstrate a common sense of purpose to ensure all groups of children have the opportunity to achieve. Resources are suitable and toy libraries are used to offer more choice for the children. However, they do lack resources to help children become aware of the wider world and to explore and question differences. Early years children only attend this club during the school holidays, and with this being their first year they have not yet built up relationships with the different schools that the children attend. However, they are aware of the benefits of this in helping to support the children in their welfare and learning. Parents state that they are happy with the provision and that their children enjoy attending the setting.

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

Children enjoy their time at the club because a range of activities are available to them. For example, children choose whether they wish to sit quietly and chat with their friends, to be creative with the materials available, join in group games or sit and build with the different construction materials. The range of accessible play materials and resources mean that children can initiate their own play and follow their own ideas. Children use their imagination as they build models from construction sets and create their own mobiles. Staff are beginning to undertake observations of the younger children in order to build a picture of what they do and know, linked to the Early Years Foundation Stage. These observations are starting to be linked in with the planning of further activities, along with the children's current interests.

Children behave well and learn to be considerate to others. All children have an awareness of the expectations for their behaviour and they begin to take some responsibility for themselves. For example, the children contribute to the rules of the club, which gives them ownership of them and makes them more meaningful. When playing board games with their peers they become aware that they have to take turns and learn the rules of the game. Children move around the setting calmly and learn how to evacuate the premises in the event of an emergency as they practise this on a regular basis.

Children follow good practices to keep themselves healthy and enjoy the variety of snacks provided. Drinks are readily available for children when they are thirsty and their independence is promoted as they can help themselves at any time. Children are keen to be active and they enjoy using the school grounds. They know that they have to have one hand on the climbing equipment at all times in order to keep themselves safe. Children enjoy playing in the sand and use this to practise writing their names.

Children demonstrate appropriate levels of concentration as they spend time at

their chosen activity. They are very confident in what they do and are happy to interact with their peers. Children are confident with the use of language and use their imagination as they talk. For example, they find a ladybird in the sand tray and talk about where the ladybird is going and what they have been doing. Children demonstrate that they understand mathematical terms as they talk about making the line of magnetic sticks longer. They enjoy playing with this construction set as they are fascinated by the different forces of magnetism. Children are currently growing vegetables in grow bags and are taking it in turns to water and care for these. They are beginning to develop an awareness of diversity, but this is hampered by the lack of quality resources to help them positively explore and value differences and similarities in the wider world.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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

Outcomes for children in the Early Years Foundation Stage	3
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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 09/08/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 09/08/2011