

# Adlington After School Club

Inspection report for early years provision

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**Unique reference number**

EY420214

**Inspection date**

29/09/2011

**Inspector**

Ferroza Saiyed

**Setting address**

Adlington Primary School, Park Road, Adlington, CHORLEY,  
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**Telephone number**

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**Type of setting**

Childcare - Non-Domestic

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Adlington After School Club registered in 2011. It is a privately registered provision which operates from Adlington Primary School in Chorley. Facilities for children comprise of a classroom and the hall. Toilet and hand washing facilities are located just outside the classroom. There is a hard surface area for outdoor play adjacent to the building and the school field.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Registration is for a total of 16 children under eight years at any one time. The setting is open from 3pm to 6pm each weekday during term time only. There are currently 18 children on roll, three of whom are in the early years age range.

The registered providers employ three members of staff, including the two managers, who hold appropriate early years qualifications. Advice, support and training are gained from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff provide a relaxed and friendly environment where all children are included. Children take part in a wide range of activities which promote learning and development. Staff have a developing knowledge of the Early Years Foundation Stage and are currently introducing systems to observe and assess children's progress. Children's welfare is important to the setting; however, some required documents to promote children's welfare are missing. Partnerships with parents are sufficient, although they are not fully included in the learning and development of their child. Staff have some awareness of areas for development, but they have not developed any procedures to evaluate and monitor their practice.

## What steps need to be taken to improve provision further?

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

- conduct a risk assessment identifying aspects of the environment that need to be checked on a regular basis, with specific reference to the garden (Premises, environment and equipment) (also applies to the both parts of the Childcare Register) 21/10/2011
- improve systems for recording children's progress, including matching observations to the expectations of the early learning goals and using identified learning priorities to inform future planning (Organisation). 21/10/2011

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

- ensure regular fire evacuation drills are carried out and details recorded in a log book to evaluate of any problems encountered and how they can be resolved
- increase involvement with parents and others in supporting their children's progress so that learning is linked and extended, and gather starting points
- develop procedures to promote reflective practice and self-evaluation, and identify priorities for development to improve outcomes for children.

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

Children are safeguarded because staff have a satisfactory understanding of the indicators of abuse and the procedures to follow. They are supported by a comprehensive written policy which links to the Local Safeguarding Children Board guidelines, and would refer to this should they have any concerns. The staff team are adequately checked, with details held on file. While staff do follow appropriate safety measures, risk assessments are not undertaken for the areas used by the children. This is a breach of a statutory legal requirement. There are procedures to keep children safe, for example, the fire safety equipment is in place, but opportunities are not provided for them to learn about fire safety through the practising of the emergency evacuation procedure, which means their safety is compromised.

Staff demonstrate they are clear about their roles and responsibilities, and they work effectively as a team and are committed to improving their knowledge and everyday practice by attending training sessions. However, the registered provider has not implemented any robust procedures to monitor and evaluate the practice in order to promote outcomes for children.

Links with parents and other providers are satisfactory. There are procedures to welcome children and their parents to the club. Parents feel they are well informed and that children are safe. They confirm that their individual children are well looked after and are happy at the setting. They receive written information about the setting, including relevant policies and procedures, and are kept up to date about their child's care through verbal feedback. The system to share information with the school is being developed. This will help to keep them informed about children's progress. No children with special educational needs and/or disabilities currently attend the setting; however, the staff demonstrate a positive attitude towards working with parents to ensure that children's individual needs are met

The premises allow children to access a range of activities to meet their individual needs. Children's work is displayed and resources are accessible to aid independence, choice and decision making. Positive images, resources and activities support children's understanding of difference and diversity in our wider world. The interesting range of resources meet the needs of every child and accommodate their interests and abilities. Staff deploy themselves effectively to

support the children, and this is sufficient enough to enable children to play outside regularly and to give extra support to smaller or new children.

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

Children are happy at club and enjoy their time with older ones and the staff. The routine is planned around the children's play choices. They provide a suitable range of activities which cover most areas of learning. Staff have a developing knowledge of the Early Years Foundation Stage and are currently introducing systems to observe and assess children's progress towards the early learning goals. Systems are being developed to gather information from parents and other providers of the Early Years Foundation Stage. However, ways to use this to inform planning have not yet been established.

Children enjoy themselves and happily make new friends, learn to socialise, share toys and be kind to each other. They show confidence when choosing from the resources on offer. Children use their imagination; they pretend to be teachers, and use beads and coloured threads to make necklaces and bracelets, which they proudly show off to visitors. They also use resources and materials to make a role play garage and filling station.

Children have opportunities to enjoy the outdoors on a daily basis. Their physical skills are developed through team games, such as the parachute, catching and throwing. They sequel in delight as they roll down the hill. Children enjoy attending the club and readily speak about their positive experiences. They enjoy opportunities to giggle, laugh and smile as they communicate with their friends and staff during their time at the club. This means children's social needs and skills are catered for in a positive and encouraging environment.

Staff talk about keeping safe, for example, children have are beginning to have an understanding about rules and boundaries, with most developing a sense of how to stay safe within the club. They are learning about the importance of sound hygiene practices as they wash their hands before eating their snack. The club offers a good choice of healthy and nutritious foods as snacks, such as a selection of meat, cheese, yoghurts, fruits, breadsticks and crackers. Water or sugar-free squash is available throughout the sessions, ensuring they stay hydrated.

Staff show genuine care and warmth towards the children; they know them well as they all attend the school, and ensure they have equal access and are fully occupied and enjoying themselves. Consequently, the children are eager to participate in activities. They are well behaved, polite and considerate, following the staff's good example when interacting with each other. This approach is helping to develop the children's early citizenship and future enthusiasm for 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

<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	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	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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 (Suitability and Safety of Premises and Equipment). 21/10/2011

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 (Suitability and Safety of Premises and Equipment). 21/10/2011