

# Learning Ladder Out of School Club

Inspection report for early years provision

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**Unique reference number** EY321441  
**Inspection date** 14/10/2011  
**Inspector** Janet Keeling

**Setting address** Wynndale Primary School, Wynndale Drive, Mansfield,  
Nottinghamshire, NG18 3NY

**Telephone number** 0781 290 3538

**Email**

**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.

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## Description of the setting

Learning Ladder Out of School Club opened in 2006 and is privately run. It operates from the Partnership Room at Wynndale Primary School in Mansfield, Nottinghamshire. Children have access to an enclosed, outdoor play area. The club serves children and families from the local and surrounding areas.

A maximum of 24 children from three years to under eight years may attend the club at any one time. The club also provides care for children from eight years to 11 years. There are currently 32 children on roll, and of these four are within the early years age group. Children attend for a variety of sessions. The club opens Monday to Friday from 3.30pm to 6pm during school term time. The holiday club opens Monday to Friday from 8am to 6pm.

The club has procedures in place to support children with special educational needs and/or disabilities, and is able to support children for whom English is an additional language. The club is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

There are three members of staff who work directly with the children. Of these, two hold National Vocational Qualifications (NVQs) at level 3. 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 share warm and friendly relationships with staff and their peers and, as a result, they are happy and settled at the club. They engage in a range of enjoyable activities which support their individual interests and learning needs. Staff provide an inclusive and welcoming service where the uniqueness of each child is valued and respected. Staff are friendly, supportive and act as positive role models. Meaningful partnerships with parents have been established, while links with other early years professionals at the host school are developing. All staff demonstrate a positive commitment towards the sustained and continuous improvement of the club, which is well placed to develop further in the future.

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

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

- develop further the process of self-evaluation in order to gain the views of all staff members
- develop further links with other early years professionals at the host school in order to fully support children's ongoing learning.

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

Children are safeguarded effectively. Staff have a good understanding of their roles and responsibilities while protecting children in their care. This includes their duty to record and report any concerns and to share the club's safeguarding policy with parents on admission. Effective recruitment, vetting and selection procedures are in place, which ensures children are cared for by suitable adults. Staff hold up-to-date first aid qualifications, ensuring they can respond appropriately in the event of an accident. Risk assessments and daily checks are completed, ensuring risks to children are minimised. Written fire evacuation procedures are in place and staff ensure that regular fire drills are completed. Written policies and procedures are in place for the effective running of the club. Staff routinely verify the identity of all visitors and have effective procedures in place for the safe arrival and collection of children.

The deployment of resources is good. For example, available space is used very effectively to support the children's individual needs, while staff are deployed successfully to ensure children are supervised safely at all times. Staff are positive role models. They are friendly, calm and supportive. They warmly interact with the children during play and respond to their individual needs and, as a result, children feel safe and secure. Staff work well as a team and have a good understanding of their roles and responsibilities. The manager and staff are committed to improving outcomes for children and demonstrate a positive attitude towards the sustained and continuous improvement of the club. Systems for monitoring and evaluating the quality of the service provided are in place, although, not all staff have been able to fully contribute their ideas. Staff actively promote equality and diversity and ensure that all children are fully integrated into the club.

Meaningful partnerships with parents and carers have been firmly established. There is a regular exchange of information and staff keep parents up-to-date about aspects of children's care and progress. A parents' notice board ensures that parents and carers have access to information about the running of the club. For example, their policies and procedures, registration certificate and public liability insurance are displayed. Feedback from parents during the inspection was very positive. They said that their children are happy, kept safe and enjoy a wide range of activities during their time at the club. They also commented on the friendly and approachable staff, who are flexible in meeting the needs of both their children and family commitments. Staff are fully aware of the importance of working in partnership with other providers of the Early Years Foundation Stage framework and links with other early years professionals at the host school are developing.

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

Children benefit from a welcoming environment. They are busy, interested and fully engaged. Staff are calm and spend quality time interacting and supporting children and, as a result, children clearly enjoy attending the club. All required documentation is completed on the child's admission which records children's individual needs. Consequently, children are cared for according to their parents' wishes. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents. Staff know the children very well. They observe and assess them as they play and use information gained to fully support children's individual needs and interests. Children's contributions within the club are valued and their sense of belonging is fostered well. For example, they are fully involved in the planning of activities and menus, and are encouraged to display their creative work in the club's art gallery. Feedback from children during the inspection confirmed that they are happy and that they enjoy the range of activities that are available.

Children are familiar with the daily routines and look forward to meeting up with their friends. They access an exciting range of activities and games that have been put out in readiness for them. This allows children to make choices and follow their own interests. They are also aware of what other resources are available and confidently ask staff for help and support in setting up activities. One group choose to explore the doctor's surgery in the role play area, while others explore animals in the sand tray. At the creative table children enjoy making items for the Halloween display board. They carefully design and make their creations using a range of media, such as glitter, glue, pompoms, and paper. Children are proud of their own achievements and proudly show staff their finished work. Children also access a range of books, writing materials, board games and computers to support their learning and interests. There is huge excitement and laughter as a group of children engage in a twisting game. They cooperate very well together, but they soon lose their balance and tumble onto one another. Children play well independently and with their peers and show respect for each other as they share and take turns. Older children in the group are aware of the younger children's needs, and they are caring and offer support when needed. Children have good opportunities to develop their physical skills and have daily access to the outdoor areas. They relish being outdoors in the fresh air where they engage in a wide range of activities. For example, they thoroughly enjoy playing with skipping ropes, bats, balls and skate boards, and enjoy team games, such as rounders and football. Children also have enormous fun as they engage in a wide range of activities while using the parachute.

Children's behaviour in the club is very good. They grow in confidence and self-esteem because they are treated with respect, and because staff give regular praise, encouragement and support. They are fully aware of the club's rules, which they regularly discuss. For example, 'share toys', 'listen to adults' and 'look after new children'. Children learn to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, staff remind children to use equipment safely and support them as they engage in regular emergency

evacuation drills. They develop an understanding of diversity as staff encourage positive, open discussion about people's similarities and differences and as they recognise and celebrate festivals throughout the year. Children thoroughly enjoy the food tasting sessions linked to cultural celebrations. Their understanding of good hygiene practises are reinforced throughout the sessions. Healthy lifestyles are promoted well as children access a range of freshly prepared food at tea time and because they engage in a range of physical activities each day. Drinking water is readily available to the children throughout the session, ensuring that they remain hydrated.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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