

# R A Butler Schools Late Play Club

Inspection report for early years provision

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**Unique reference number** 203876  
**Inspection date** 13/10/2011  
**Inspector** Lynn Clements

**Setting address** R A Butler School, South Road, SAFFRON WALDEN, Essex,  
CB11 3DG

**Telephone number** 01799 523651

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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.

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## Description of the setting

R A Butler Schools Late Play Club is run by a management committee. It opened in 1997. It is situated in the grounds of the R A Butler school in Saffron Walden, Essex. A maximum of 50 children may attend the Late Play Club any one time. There are currently 12 children in the early years age group on roll and 80 older children. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The after school and breakfast club provide care during term time, Monday to Friday, from 7.45am until 9am in the morning and 3.30pm until 6pm in the afternoon. They also offer a flexible play scheme programme which is open from 8am to 6pm during non pupil days. All children have access to a secure, enclosed outdoor play area.

Ten members of staff work with the children. Six staff, including the manager, hold appropriate early years qualifications and one member of staff is working towards a recognised early years qualification. Four members of staff are qualified teaching assistants based in the main part of the school. The setting receives support from 4Children and from the Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All members of staff have a very good understanding about the individual needs of the children in their care, clearly supporting their learning and development. Children demonstrate that they feel, and are, safe and secure and enjoy learning about the local area where they live and the wider world around them. Clear and purposeful partnerships are in place with staff in the school and, where necessary, other agencies. Partnerships with parents and carers are extremely effective and significant in making sure that the needs of all children are met, along with any additional support needs. This makes sure that all children make very good progress given their age, ability and starting points. Thorough self-evaluation by the manager and staff includes the views of children and their families and makes sure that priorities for development are identified and acted on. This results in provision that responds well to all user needs and which has a good capacity to maintain improvement.

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

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

- develop further the current system of assessment to make sure that children's individual learning priorities are clearly identified in order to build securely on what each child knows and can do.

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

Robust procedures are in place with regard to safeguarding; for example, all members of staff clearly understand what to do if they have a child protection concern. Interagency working, including excellent partnerships with the main school, makes sure that all children are protected from harm. Risk assessments are comprehensive and staff are vigilant to minimise potential risks, both inside and outside. Staff regularly undertake relevant training to further protect children; for example, paediatric first aid and food hygiene training ensure that staff know what to do in the event of an emergency and how to protect children from cross-infection. All documentation required by legislation is in place and updated to meet any changes in the law. Children are safeguarded by extensive recruitment and vetting procedures, including the successful induction of new staff.

Deployment of resources is excellent. The close working relationship with the school provides additional support and resources which are used to great effect when supporting the children and providing them with a stimulating interactive environment. The environment is conducive to learning, and is safe. It is managed very well and is carefully looked after. Staff and the management committee are taking well considered steps to ensure that their setting remains sustainable and continues to provide a valuable service for working families. Staff appropriately and actively promote equality and diversity and tackle unfair discrimination. They have a good knowledge of each child's background and needs and they ensure that their own knowledge about different cultures is up-to-date. Positive behaviour management is fully encouraged and behaviour in the club is good.

Partnerships between the Late Play Club and the main school are exemplary. There are well-established channels of communication between all partners involved with individual children, which successfully promotes their learning, development and welfare. The setting has highly positive relationships with all groups of parents and carers. Parents and carers are heavily involved in decision-making on key matters affecting the setting through well-established and highly inclusive procedures, including self-evaluation. Children also actively contribute their views through discussions, questionnaires and their pupil council. Parents and carers are very well informed about all aspects of their children's achievement, well-being and development.

The manager communicates ambition and drive and secures improvement well. All staff, the management committee and parents are confident about what the setting needs to do to improve further and have been successful in making and sustaining improvements so far, for example purchasing new and exciting resources and equipment and developing the security of the setting. All current management systems run smoothly.

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

Staff have a good knowledge and understanding about each child in their care and they work very closely with staff from the main school to support smooth transitions and provide good quality continuity of care. The club is not the main provider of the Early Years Foundation Stage; however, they do support and build on learning that happens in the school. Staff make sensitive observational assessments of the children as they learn through play and free-flow investigation. They talk to the children's teachers in the school in order to build on each child's existing knowledge and skill base. The manager and staff have identified a minor weakness with regard to their assessment for learning records and are currently developing these further to make sure that children's individual next steps for learning, identified by their key person, are clearly recorded in the learning records to fully support future planning.

Children make good progress towards the early learning goals and are inquisitive, active learners. They also make good overall progress in developing the ability to take responsibility for small tasks and develop skills for the future.

Children enjoy developing their knowledge and understanding of information and communication technology, using computers and games consoles with increasing dexterity and skill. The programmes they use help to consolidate learning that happens in the classroom and outside. Children use their imagination as they, for example, become pirates, sailing the ship to rescue others. They use positional language as they play and build three dimensional models, for example, talking about the play people being put on top of the building, at the side or underneath. All children are confident communicators, sharing ideas and developing their play and learning without fear of failure. They engage in problem-solving activities, for example, experimenting with paper aeroplanes to see how far they can fly them across the playground. Children enjoy playing outside in the exceptionally well-equipped and stimulating outside play area. They move around freely, making decisions about their play and learning and developing their coordination and balance. Children build on their existing physical skills as they avoid each other and obstacles, and clearly demonstrate that they know how to move or stop safely.

All children show an exceptional understanding of the importance of following good personal hygiene routines. They show an excellent understanding of healthy eating and make healthy choices at snack and meal times. Children have innovative opportunities to engage in a wide range of physical activities, both indoors and out, and gain a secure understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. They display an excellent awareness of safety issues and recognise and understand how to keep themselves safe. Children are extremely confident and competent in communicating their thoughts and show a mature response to taking responsibility about their own and others' safety. The high quality adult interaction and exemplary organisation of routines and access to resources further supports a safe and caring environment for the children.

## 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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1

### 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

<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	1
The extent to which children adopt healthy lifestyles	1
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