

Little Lanes

Inspection report for early years provision

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Inspector

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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

Little Lanes Out of School Club opened in 2003. It is located within the grounds of Green Lanes Primary School in Hatfield and operates each week day during term time from 7.30am to 8.50am for breakfast club and from 3.15pm to 5.45pm for after school club.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for 28 children under eight years, of which, 28 children may be in the early years age group. Currently there are 75 children on roll.

A total of seven staff work with the children, five, of whom, hold a relevant qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are making good progress in their learning and development, as the staff provide them with a broad range of interesting and challenging activities. Safeguarding is prioritised and reasonable steps are taken to help enhance the children's interests and curiosity in the outdoor play area. Parents are provided with some information about the provision. A relationship with other providers who deliver the Early Years Foundation Stage help to promote effective education and care. A successful method of self-evaluation aids the staff to make continuous improvements.

What steps need to be taken to improve provision further?

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

- create a stimulating environment in the outdoor play area that leads from the playroom, that offers a range of play activities that encourage the children's interest and curiosity
- provide the parents with good quality information about the provision.

The effectiveness of leadership and management of the early years provision

The staff successfully safeguard the children in their care, as they are able to demonstrate a high level of commitment to promoting their safety. They provide a safe and happy environment, as they share a warm and affectionate relationship with the children, making for a calm and secure atmosphere. A clear and robust written child protection policy contains strategies and procedures to follow in the event of a concern being witnessed, to prevent the delay in seeking advice and support from an appropriate agency. There is a thorough recruitment procedure to

ensure all adults are suitable to work with young children.

The staff focus upon helping the children to make good progress. They work well as a team and have a common sense of purpose, providing consistency of care and education. Management are committed to continually improve the provision for the benefit of the children. They communicate high expectations and encourage the staff to further their own learning by continuing their training and development. This in turn helps to advance the knowledge and skills of the staff team. A successful method of self-evaluation aids the staff to reflect on their practice. This is a team effort, with the parents and children also being requested to provide their views and opinions. This results in the identification of the provisions strengths and weaknesses with an action plan organised to eliminate the latter. The staff use and manage the available resources efficiently and effectively to help meet the children's various needs. Toys are age appropriate and are fit for purpose. They are organised well, for example, in the creating of a quiet area where the children look at a wide range of books as well as facilities to learn about modern technology. However, the garden leading from the playroom lacks stimulation to encourage the children's interest and curiosity.

The staff know the children in their care very well, as they work in close partnership with the parents to seek information about their backgrounds and individual needs to enable them to plan for continuous progression. They actively promote equality and diversity in this predominately single culture setting, as all the children are treated equally and with respect.

Partnerships make for a strong contribution to the children's achievement and well-being. Relationships with the parents are well-established ensuring each child's needs are met. Parents, however, are not provided with quality information about the provision.

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

The children are successfully learning about how to lead a healthy lifestyle, for instance, when making healthy choices about what they eat and drink and they demonstrate efficient hygiene practices. Reasonable steps are taken to ensure the children are active and they freely access the outdoor play area. The children and staff share a warm and affectionate relationship, which creates a strong sense of security and as the children are happy, they demonstrate desirable behaviour. The staff know the children very well and successfully support their learning and development whilst promoting their welfare. The children are learning about how to remain safe when engaging in everyday activities. For instance, they learn about how to use scissors safely, so they become increasingly able to use them without adult support.

The staff have a good understanding about how young children learn, therefore, they plan a broad range of interesting activities that are based upon thorough observation, which promote the children's development. Organisation ensures all the children are suitably challenged by the learning experiences provided. An

interesting, well-equipped and welcoming environment successfully reflects their backgrounds as well as the wider community. Staff are deployed well to ensure the children are supported both indoors and outdoors. The children are developing their skills for the future, as they are active and inquisitive learning. They are developing the ability to solve problems, such as, tying two ropes together to make a larger skipping rope. Their understanding of the wider world is demonstrated through their play. The children are making a positive contribution, as they are confident and display good levels of self-esteem. They build strong relationships with the staff as well as their friends and work well independently as well as in a team. Behaviour is very good, as the children are happy and content whilst in attendance.

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

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