

# Lord Deramores After School

Inspection report for early years provision

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<b>Unique reference number</b>	502006
<b>Inspection date</b>	09/11/2011
<b>Inspector</b>	Ros Vahey
<b>Setting address</b>	Lord Deramores Primary School, School Lane, Heslington, York, North Yorkshire, YO10 5EE
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<b>Email</b>	
<b>Type of setting</b>	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

Lord Deramore's After School Club is run by a voluntary group and was registered in 1992. It operates from self-contained ground floor premises at Lord Deramore's Primary School. The after school club serves the children who attend the school, within the local area. There is a dedicated garden area for outdoor play which is within the school grounds.

The after school club opens Monday to Friday term time only. Sessions are from 8am to 8.50 am and then from 3pm to 5.45 pm. Children are able to attend for a variety of sessions. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently eight children registered who are within the Early Years Foundation Stage. The setting also offers care to children aged over five years to eight years, as well as over eight years old in a separate room. The setting supports children who speak English as an additional language.

The after school club employs eight members of childcare staff and the coordinator holds a level 3 qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are well supported and valued by the staff. They are happy, settled and secure and take an active part in the learning opportunities provided so they make good progress. Staff take a good level of responsibility in their approach to the children's health, safety and welfare needs although the approach to administering medicines is developing. The overall partnership with the parents and the school provides effectively for children's ongoing needs. The staff are beginning to take effective steps to evaluate their practice which includes identifying their strengths and areas which require further improvement such as identifying the next steps in learning for children.

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

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

- implement an effective policy for the administration of medicines, keeping written records accordingly 16/12/2011

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

- develop observation and assessment systems to consistently and clearly identify the next steps for children as they progress towards the early

- learning goals
- develop further the process of self evaluation and quality improvement as the basis of ongoing internal review.

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

Children only attend this setting after the school day. The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory parts of the Childcare Register. Children are safeguarded and well protected in the setting because the coordinator has a good knowledge of local safeguarding procedures. She is well informed about child protection and has the appropriate contact details available should she be concerned about a child. All staff members are suitably vetted. Children are kept very safe because they are vigilant and supervise the children well. They have begun to carry out regular reviews of any risks at the setting to cover all areas including the outdoor area. This means all children are well protected when using equipment and resources such as the slide outdoors. Children are also further protected because the coordinator keeps good records including accident, medicine and attendance records although the policy for administering medicines is being developed for committee approval and adoption.

Staff are increasingly knowledgeable about the Early Years Foundation Stage and use this well to support children in their learning. The environment is well organised around children's interest and well balanced with focused adult-led activity such as making festive crackers. There is a range of resources for children to choose from including many varied art and craft activities for children to explore and make models to take home. Children are able to choose what they would like to play with and can access resources for themselves such as construction toys, books and role-play. This means that they are able to thrive and make good progress in their development.

The coordinator is very aware of the strengths and weaknesses of the setting despite being only recently in the leadership position. The system for self-evaluation is appropriate with contributions from parents and carers. Staff continually look for ways to improve the provision for the children. For example, she has developed plans for further staff development incorporating the skills and talents of her staff to further improve provision in key areas. She has also begun a more thorough observation and assessment system to support children's learning. Staff have addressed previous recommendations effectively. For example, they have implemented improved hand washing routines which means that children are learning more about being healthy.

The staff form close working relationships with parents and carers. They obtain useful information about each child, such as what they can do themselves as well as their dietary and personal care needs. This means that parents' wishes and children's individual needs are effectively met. The key workers and parents share important information about their child's starting points and progress. This means that parents can become involved in their child's learning and each child is well

supported in making progress towards their early learning goals. Effective relationships with other provisions and professionals, for example at the school and preschool, are firmly established and contribute well to supporting children's welfare and learning. The staff offer sensitive and caring support to children who have special educational needs and or disabilities. Children are learning to develop positive attitudes towards themselves and others because the staff are prepared to challenge any discriminatory comments and teach them about other cultures, for example, teaching them about food from other countries.

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

Children are happy and settled in the after school club and are familiar and secure in its routines because staff are careful to meet their needs. Children are able to move freely and safely because the staff ensure their environment is safe. For example they are well aware of where they can go and know how to use the toys and other resources safely. Children's good health is promoted effectively. They have clean hands before a snack because good hand-washing routines are well established. They are starting to learn about making good choices in food because they are offered healthy options such as pitta and bread and to make them feel homely and cosy, scones and jam. A new addition to the diet at the after school club is a trolley permanently available with fruit for children. Children are able to get out in the fresh air on most days, weather and daylight permitting. They are developing good physical skills in sliding and throwing because they make use of a variety of outdoor resources. For example, they can use the slide and other equipment such as cricket, hockey and hoops to test and challenge their skills. When the weather is poor, they can dance or play games such as musical games.

Children are making good progress towards the early learning goals because the staff plan activities around their interests and needs. They are starting to regularly observe what they can do although systems are developing for recording their progress so that what they need to do next is identified. Children are developing good language skills and are learning to co-operate well with older children as they play and build. The children have plenty of opportunities to try out their early writing and drawing skills. For example they like to draw their own pictures as well as explore adult-led creative activities. Staff promote children's knowledge and understanding of the world through a variety of activities, such as playing with small world figures. Children are also gaining good skills in using a variety of traditional sewing materials. This means that children are also developing good skills for the future.

Children behave well in the setting. This is because the staff offer clear expectations and supervise them using praise and kindness. Children are learning about their own and other cultures and beliefs because they celebrate birthdays and some festivals together.

## 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

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	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