

Lanscore Before and After School Club

Inspection report for early years provision

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Inspector	Julie Neal
Setting address	Lanscore Cp School, Threshers, CREDITON, Devon, EX17 3JH
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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

Lanscore Before and After School Club registered in 2011. It operates from Lanscore County Primary School in Crediton, Devon. The setting is managed by a voluntary committee. Children use two rooms, which are located on the first floor of the premises and can be accessed by stairs or a lift. They also have use of the school hall, outdoor play areas and associated facilities. The setting opens Monday to Friday, term time only. Sessions run from 8am to 9am, and 3.30pm to 6pm.

The setting is registered on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children under eight years of age may attend at any one time, all of which may be in the early years age group. There are currently 11 children in the early years age range attending at different times. The setting supports children for whom English is an additional language. The setting employs a team of seven staff, six of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met well overall. Children enjoy a good variety of activities that promote learning through play in a well organised and inclusive environment overall. As a result, children's progress towards the early learning goals is supported well. Partnerships with parents and carers are, overall, effective. Effective systems of self-evaluation result in well-focused action plans for the future. The setting demonstrates the capacity for continuous improvement in order to achieve and sustain good quality outcomes for the children.

What steps need to be taken to improve provision further?

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

- develop records of learning and development, and provide parents with regular opportunities to contribute to these
- review the learning environment to demonstrate that children's home languages are valued equally with English.

The effectiveness of leadership and management of the early years provision

Good leadership and management results in a confident and enthusiastic staff team who implement the requirements of the Early Years Foundation Stage well overall. This is demonstrated in the very good routines and procedures that help to safeguard children. All staff complete safeguarding training. As a result, they have

a good awareness of issues that may raise safeguarding concerns. Staff have a very good understanding of both the setting's safeguarding policies, and local authority procedures for reporting any child protection concerns. Recruitment procedures are robust and there are effective systems in place to promptly inform the regulator of changes to committee members in order that suitability checks can be carried out. The setting's policies and procedures that support safeguarding children and promoting their welfare are very thorough. Extremely good routines help to keep children safe and secure. Risk assessments are very thorough, and these are supported by the excellent daily safety checks implemented by staff. There are very good systems in place to keep children safe as they move between different areas. For example, children using the setting all attend the primary school in which it is based and they are familiar with the premises. However, the school cloakrooms are downstairs and so not close to where children enjoy activities. Therefore, staff escort younger children when they need to visit the cloakroom to make sure they remain safe and secure. Good staffing levels ensure that ratios are maintained when children are escorted to other parts of the building.

The setting has a good partnership with the school in which it is based. Information is shared well between children's teachers and the staff team. The setting also has a strong partnership with a local pre-school. The pre-school bring children who are due to attend the primary school and who will use the out-of-school club for 'stay and play' visits. This means that these children have some familiarity with the setting, which helps them to settle. Partnerships with parents and carers are, overall, effective. Staff have a good understanding of individual children's needs because there is an effective two-way flow of information sharing with parents. Staff make brief notes of the conversations that they have with parents when children are being collected, and these are shared with colleagues who work on different evenings. This promotes consistency in respecting parents' wishes with regard to their children, and has been particularly helpful in monitoring aspects of children's behaviour. The setting has recently developed a newsletter for parents to keep them regularly updated about activities and forthcoming events. However, parents have not been given opportunities to contribute to children's learning records. Parents are encouraged to share information relating to families cultures and traditions so that these can be celebrated in the setting with all children to broaden their awareness of the wider world. Resources such as books and posters provide positive images of different cultures and communities. However, there is little in the learning environment to reflect the home languages of children who speak English as an additional language.

Self-evaluation within the setting is good. All staff contribute to planning for future improvement. As a result, the staff team have a good awareness of their strengths and where there is scope to improve practice. For example, self-evaluation identifies that more could be done to raise children's awareness of difference and diversity. The setting has sought advice in order to improve in this area. Also, a member of staff is completing training in developing activities that are meaningful to children and have relevance to their own lives. Feedback from parents and from children is valued and is included in the self-evaluation process. For example, children's suggestions for improvement have resulted in the addition of comfortable sofas and an area for quieter activities. Children have also been

involved in reviewing resources with staff, which has resulted in the setting providing more toys and equipment that reflect their current interests. For example, children now have a wide selection of materials for den building. Parents' suggestions regarding food given to children have influenced snack times.

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

Children's welfare, learning and development is supported well overall. Children are happy and confident and demonstrate a strong sense of ownership of the setting. This is because staff have actively involved them in organising many different aspects of the setting. For example, children wanted their club to have a more dynamic name. A competition was held with children making suggestions and voting for their favourites. They now proudly refer to themselves as members of the Kidz Star Club. Children have organised their own system to ensure everyone has a fair turn with popular resources such as computers and games consoles, which works very well. Children have established their own ground rules and codes of conduct which they regularly review and add to. For instance, children have enthusiastically embraced a zero tolerance approach to bullying of any kind, and have made a poster to reflect this. This involvement of children in setting boundaries results in children's behaviour being good.

Children enjoy a good variety of activities that support learning and development well overall. Children are involved in planning what they do and as a result they benefit from a child centred environment where they are encouraged to make their own choices. Staff recognise that children have had a structured day at school and so provide a relaxed atmosphere where children can enjoy playing and being with their friends. However, activities and discussions are used well to encourage children to consolidate what they learn in school. For example, children are making airplanes with small bricks and tiles. Staff encourage them to talk about their designs, identifying different shapes and how they are going to fit these together to make the wings and the engines. Some children want to work on models they are making at school and they explain to staff how they use tools such as hand drills safely. Younger children help their older friends to write a rota for using the games console, and they competently take charge of the timer to make sure everyone has a turn. Children enjoy making Christmas decorations such as paper chains and crackers and talk about the seasonal activities they are looking forward to. Staff demonstrate awareness of children's stages of development. Observations of children are effective and overall used well by staff to extend and develop individual aspects of learning. For example, recognising that children are becoming more confident in a mixed age group and encouraging them to take an active part in discussions and decision making.

Children enjoy good levels of healthy physical activity. They make good use of the extensive outdoor areas as they play energetic games of 'it' and 'hide-and-seek'. Children demonstrate their safety awareness as they organise games outside on a dark evening. For instance, they discuss the boundaries for their game of 'it' to make sure that they can be seen by staff at all times. Children enjoy hearty snacks

that are also nutritious. For example, on arrival at the setting, children are welcomed with a selection of fruit followed by wholemeal toast with a choice of spreads.

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