

# The Lias Club

Inspection report for early years provision

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<b>Unique reference number</b>	591007
<b>Inspection date</b>	15/12/2011
<b>Inspector</b>	Jan Burnet
<b>Setting address</b>	Long Itchington CE Primary School, Stockton Road, Long Itchington, Southam, Warwickshire, CV47 9QP
<b>Telephone number</b>	01926 811400
<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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Long Itchington After School Club was registered in 1996. It operates from a classroom within Long Itchington Primary School in the village of Long Itchington, Warwickshire. The club also has the use of the school hall and outdoor play areas. The premises are shared with a registered pre-school. Operational times are Monday to Friday from 8am to 9am and 3.15pm to 6pm during term time and from 9am to 5pm for the first two weeks of the school summer holiday.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Registration is for a maximum of 26 children under eight years at any one time in the classroom and 32 children when the hall is also used. All children may be in the early years age group. There are currently 48 children on roll aged from four to 11 years. Of these, five are in the early years age group.

A team of two full-time and three part-time staff care for the children, three of whom hold appropriate qualifications. The club is a member of '4children' and the Out of School Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff promote children's welfare effectively and meet their individual developmental needs well. Children's good health is given a high priority and their safety is addressed generally well, although children's learning with regard to safety is not maximised. The manager and staff are aware of strengths and areas for improvement and they are working together to ensure that the needs of children, parents and carers are met. They are reviewing practice, although systems are not currently fully effective and a legal requirement with regard to records is not being met. Information obtained from parents helps staff to identify and address children's differences effectively. The partnership with parents is good and partnerships in the wider context are used effectively to ensure the quality of education and care.

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

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

- keep a record of the name, home address and telephone number of every person employed on the premises (Documentation) (also applies to both parts of the Childcare Register).

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

- develop a system of induction training and make sure that regular appraisals are carried out to identify the training needs of staff, and apply a programme of professional development so that these needs are met
- practise the fire drill and keep a record of any problems encountered and how they were resolved.

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

Staff create a warm and welcoming environment. They assess and satisfactorily minimise risks on a daily basis and risk assessment records are kept. However, children's safety is not fully addressed because the early years children have not practised the fire drill. The provider ensures that staff members' suitability is checked before they have unsupervised access to children. Staff are aware of their responsibilities with regard to protecting children from abuse in accordance with the Statutory Framework for the Early Years Foundation Stage requirements and the Local Safeguarding Children Board procedures. The manager and deputy are employed as teaching assistants and have attended training on safeguarding with school staff. Good procedures and practice protect children's health and prevent the spread of infection.

Systems to ensure sustained improvement are satisfactory. Procedures for recruitment, selection and induction are satisfactory. However, there is no system for induction training. Staff appraisals are not carried out and none are currently planned in order to identify training needs to ensure that staff have the knowledge and skills to meet the care and learning needs of children with full effect. There is no programme of continual professional development. All actions and recommendations raised at the time of the last inspection have been addressed. A current priority for improvement is to extend the range of activities to ensure that learning through play is maximised and complements the school provision. Advice and support from local authority development workers on how to address this has been sought. Most required documentation and records are kept up to date. However, a legal requirement is not met because the name, home address and telephone contact of every staff member is not kept. Resources are chosen for their quality and durability as well as to meet children's developmental needs effectively.

The partnership with parents is strong. Written information provided for parents includes a full range of policies and procedures. Information obtained from parents is good with regard to each child's backgrounds and needs. Parents are extremely happy with the service provided and are keen to share positive views.

Questionnaires for parents and for children have been prepared for January 2012. Parents are being asked for their views on communication and their relationships with staff, behaviour management, any concerns, play opportunities and activities. Children are asked for opinions on art and craft activities, toys and board games, outdoor activities, snacks, and what they like best and least. Staff ensure that they provide effective inclusive care for children and they demonstrate a good awareness of each child as an individual. Children are encouraged to recognise

their own unique qualities and characteristics they share with others. The manager and staff have experience of liaising with external agencies or services to ensure that a child gets the support he or she needs. Good links with teaching staff ensure that coherence of care and learning is effective.

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

Children are confident and happy and they are eager to be involved in activities. Communication with parents and the school is very good and so staff are aware of each child's abilities and interests. Effective systems have been developed to ensure that children's achievements are shared with their teacher so that they can be included in the child's learning journal. Relationships between staff and children are very good. Resources are safe, clean and encourage children's natural curiosity as learners. Children of all ages play together and support each other. They enjoy activities inside and in the outdoor play area. Personal, social and emotional development is strong. Children's self-esteem is fostered successfully because staff continually praise achievements and positive behaviour. Every early years child is assigned a 'buddy' to help them settle in. Children's independence is promoted as they are able to choose and easily select resources from low-level shelving. Children gain a good awareness of diversity. For example, they play with resources that reflect positive images and they learn about different traditions and beliefs.

Staff skilfully promote learning as they support a range of play activities. For example, children sit in the book area and tell a staff member the nativity story. They use small world figures that represent the characters, and staff members ask open questions about how many kings and shepherds there are. Name cards have been written for all of the figures and the staff member encourages children to make the sound of the first letter in each word so that the children can label each figure. Staff play board games and card games with groups of children and these encourage counting with one-to-one correspondence, numeral recognition, shape and colour.

Children enjoy continual access to art and craft materials, model making materials, construction toys and graphics resources. They can choose from a range of boxed games, books and imaginative play resources. They are active and understand the benefits of physical activity. Children are keen to access activities outside. A wooden 'trim trail' remains safe in all kinds of weather and children enjoy tennis and football and play on scooters and bikes. A good range of toys and resources are available outside under a covered area. Children explore and investigate as they search for mini beasts. They use a magnifying glass to see insects clearly and they draw pictures, taking care to count and draw the correct number of legs. They discuss habitats and are encouraged to put the mini beast back where it was found. Children explore seasonal changes in the wooded area of the school. They look for shapes in the outdoor environment and carry clipboards so that they can record what they have found. Children learn how to keep themselves safe, for example, in the playground with regard to where they may play and what large equipment they may use, but they do not gain an awareness of the fire drill. They

learn how to protect their own health. Snacks provided after school are nutritious and personal hygiene practices are good.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 23/12/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 23/12/2011