

Lamesley Childcare @ Kells Lane Primary School After School Club

Inspection report for early years provision

Unique reference number	EY362351
Inspection date	04/01/2012
Inspector	Julie Larner
Setting address	Kells Lane CP School, Kells Lane, Gateshead, Tyne and Wear, NE9 5HX
Telephone number	0191 4822084
Email	
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

Lamesley Out of School Care @ Kells Lane Primary School After School Club opened in 2007 and is a limited company with charitable status. It operates from Kells Lane Primary School in the Low Fell area of Gateshead. The group use the school dining hall, the main school hall with two additional rooms adjacent to the hall and an outdoor area. The setting is open Monday to Friday from 7.30am until 9am and 3.15pm until 6pm during the term time. They are registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Registers for a maximum of 52 children at any one time. There are currently 150 children on roll, 15 of whom are in the early years age range.

The setting is able to support children with special educational needs and/or disabilities and children who have English as an additional language. The setting employs six staff and a student. Two staff hold early years qualifications at level 6, three hold level 3 qualifications and one holds a level 2 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for by highly knowledgeable practitioners who are able to meet their individual needs particularly well. A high emphasis is placed on promoting equality and diversity throughout the setting. Successful implementation of comprehensive routines, policies and procedures ensure that children are effectively safeguarded and their welfare needs are met. The setting have developed good relationships with other professionals and parents to ensure they can successfully share information and help children to make progress in their time at the setting. Both good behaviour and encouraging children to respect each other's differences are promoted in an exemplary manner. The setting has a high capacity to improve the service they offer, which benefits the outcomes for children.

What steps need to be taken to improve provision further?

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

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 18/01/2012

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

- ensure that children have opportunities to be outside on a daily basis or where this is not possible, access physical play opportunities indoors

- develop ways of asking parents for their views on the care and education provided on a regular basis.

The effectiveness of leadership and management of the early years provision

Successful safeguarding procedures are consistently implemented in the setting. The staff show a good understanding of child protection and how to promote safety in the group. Daily checklists are completed on the areas the children use. Staff complete a visual risk assessment of the indoor premises to ensure it is safe, however, a record of this is not maintained. This is a breach of the welfare requirements. Clear and comprehensive collection procedures minimise the risks to children through effective systems, such as using code words when people other than parents collect them from the setting. The staff team work very effectively together throughout the setting to provide children with a high level of support by deploying themselves exceptionally well. Secure recruitment procedures ensure that staff are suitably checked to work with children, and any new staff are supervised at all times until their checks are received. The setting is organised effectively to ensure that children can make choices about what they want to do. Plenty of good quality toys and equipment that help them to make progress are set out before the children arrive.

The setting has a strong capacity to improve. They continually look at ways that they can improve the service they offer by consulting the children through weekly kids committee meetings. Parents' views are sought through questionnaires, although these are not always conducted regularly to ensure that new parents can successfully contribute to the running of the group. The staff team have developed very successful relationships with the parents. They provide parents with a wealth of information both when their child first starts to attend the group and on an on-going basis. Parents and children contribute to a comprehensive 'all about me' booklet when children first attend the setting. The staff team then use this to plan a suitable range of activities that they know will interest them to help them settle in. The setting have developed good relationships with others who provide the Early Years Foundation Stage for the children attending. They have regular meetings with the teachers and share information on a daily basis to ensure they can meet children's individual needs and promote continuity for children's learning.

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

Children are highly confident and happy in the setting. They eagerly come into the setting and are keen to engage staff in conversations and share their experiences with them. Planned activities focus heavily on the children's interests and because of this children persist in their chosen activities for long periods of time. They create models out of dough, help to make a new welcome poster to display in the setting, and immerse themselves in imaginary play. Planning for children's play is well thought out, provides a variety of different activities to motivate the children

in their play, and is mainly followed. The staff team complete observations on the children in their care to see what they can do, then use this information to plan for the next steps to help children make good progress in the group. Children's decision and views are respected by the staff team, for example as they encourage children to think about how much time they will need to tidy toys away. Children relish opportunities to take responsibility for appropriate tasks. They keenly help staff to set up the dishes for breakfast club. Staff support the children very effectively. They extend their learning by asking them questions, for example about greetings in different languages, and provide lots of verbal praise for their achievements.

The staff team show an exemplary understanding of the behaviour policy. They use exceptionally successful strategies to get the large group of children to listen to instructions which is very effective. For example, staff put their arms out to the side when they have an announcement to make and all of the children quickly do the same and quieten down. The staff team focus on preventing behaviour issues and are able to achieve this by knowing the children in their care very well. For example, they remain highly vigilant and change activities if they notice children are not interested in what is available. On some occasions they will get the parachute out to promote sharing, turn taking and encourage children to sort out their own disputes. This results in children attempting to sort out their differences independently. The children are heavily involved in making rules in the group and staff are exceptionally clear about the need for them to provide good role models for the children in their care and abide by the rules that the children have made. Older children in the group provide a commendable role model for those younger than themselves to learn from. They help younger children play games, such as musical statues, and read books at the younger children's request. Children have plenty of opportunities to explore diversity. They are provided with a range of freely available resources, such as books, dolls and jigsaws, and also planned activities where they make a welcome poster depicting greetings in different languages. This provides children with good experiences to encourage them to value differing beliefs and cultures.

Children have good opportunities to learn how to stay safe in the group and know about rules as they remind others that they must not run around inside. The staff provide sensitive reminders for children about how they can stay safe and encourage the children to think of why they must do this, which extends their understanding. Regular fire drills ensure that children are aware of what they must do in the event of an emergency. Children benefit from well-planned and varied menus that promote both healthy eating and their individual dietary needs. Snack time is a well-organised and sociable occasion where children enjoy conversations with each other. Good routines encourage children to learn about taking care of their own personal hygiene and highly detailed procedures ensure that the premises and equipment are maintained to a good standard.

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	1
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