

# Lantern Lane Kids' Club

Inspection report for early years provision

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**Unique reference number**

EY260535

**Inspection date**

06/01/2012

**Inspector**

Judith Rayner

**Setting address**

Lantern Lane Primary School, Lantern Lane, East Leake,  
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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.

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

Lantern Lane Kids Club opened in 1996. It operates in the hall, computer area, library area and audio visual room at Lantern Lane School in East Leake, Leicestershire. Children also have access to the outdoor play area. Children from the school attend various sessions each week.

The club opens five days a week from 3.15pm to 6pm during term time only. It is registered to provide 24 places for children aged between three and eight years old. Older children may also attend. There are currently 30 children on roll, four of whom are in the early years age group.

Four members of staff are employed at the setting, all of whom hold a recognised childcare qualification to level 2 or above. The manager holds a level 3 qualification in childcare.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The setting has failed to meet a number of the welfare and learning and development requirements and is therefore not meeting the needs of the children. Aspects of the Early Years Foundation Stage and its aims is not implemented fully because of the setting's mis-interpretation and lack of understanding of the framework. Safeguarding, records, policies and procedures and the tracking of children's progress are significantly weak.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

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| • ensure that all records, policies and procedures relating including any childcare activities are readily accessible and available for inspection at all times (Documentation)          | 13/01/2012 |
| • undertake risk assessments to ensure they clearly state when they were carried out and by whom, the date of review and any action taken following a review or incident (Documentation) | 13/01/2012 |
| • plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (Organisation)                               | 13/01/2012 |
| • undertake sensitive observational assessment in order  | 13/01/2012 |

- to plan to meet young children's individual needs (Organisation)
- develop the self-evaluation process in order to accurately identify the key strengths, along with an action plan as to how any areas for improvement will be effectively addressed (Organisation) 20/01/2012
- develop staff's knowledge and understanding of the Early Years Foundation Stage Framework, including the learning and development aspect (Qualifications, training, knowledge and skills) 20/01/2012
- make available to parents the range of written policies and procedures and information relating to how the setting operates, with particular regard to safeguarding, complaints, missing child, collection of a child, staffing, routine and activities and how their child is progressing in their learning and development (Safeguarding and promoting children's welfare). 13/01/2012

To improve the early years provision the registered person should:

- review the organisation and time for setting up and clearing away activities
- record in a fire log book any problems encountered and how they were resolved following undertaking a fire drill
- further promote equality of opportunity and anti-discriminatory practice through the provision of both meaningful resources and a range of activities that help children to develop an awareness of diversity.

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

Staff have a suitable understanding of their roles and responsibilities in protecting children and are familiar with the procedures to take should they have any concerns regarding a child in their care. However, no written procedures are available on site for staff and parents to review should they need to make a referral or have concerns. Visual checks on areas where children play and have access to are undertaken to ensure these are safe and suitable. However, these are not recorded. Staff supervise children and deploy themselves well, supporting children in their play. The building is secure and children are unable to leave without adult supervision. Parents and visitors are monitored in and out of the building effectively. Suitable recruitment, selection and induction procedures are in place, although most staff have remained with the setting for a good length of time. This offers the children and families continuity of care.

The organisation of the setting is suitable enough to support individual children. However, the setting up of activities restricts children in engaging with play straight away when they first arrive. Most records are in place and accurately recorded. However, although children participate in fire drills these are not recorded or reviewed to improve practice. No written policies and procedures are on site. This does not support staff and parents in fully understanding how the

setting operates and what legal requirements are to be adhered to at all times.

Children are treated with equal concern and there are suitable systems in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. However, there are less activities and resources to help children learn about diversity. Staff appropriately adapt activities to support a range of children's abilities, needs and interests. However, children are not challenged enough because the staff do not observe, plan and track children's progress. Staff lack secure knowledge of the Early Years Foundation Stage Framework, which impacts on children's learning and development. No starting points have been sought and limited discussions with others involved with the children prevent further support and consolidation of their learning. No records of children's achievements have been implemented.

Staff know the children well and have appropriate key person systems in place. Information is shared with parents mainly through discussions. A notice board displays some information, such as the certificate of registration and insurance. Parents spoken to are suitably happy knowing their children are settled and cared for appropriately. However, they are not actively kept up to date regarding how their child is progressing in their learning and development. The setting demonstrates a weak capacity to improve and does not use a good enough system to reflect on their practice. Despite this, the setting has made some improvements since the last inspection. This has improved children's safety. For example, they participate in regular fire drills which helps them learn what to should they need to leave the building quickly. Attendance records are accurately recorded. The manager has a positive attitude and is beginning to develop the links with the school to make improvements.

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

Children are happy and settled at the club. Once the activities are presented and accessible, children engage quickly. They happily play alone or with their peers. Children make independent choices in their play as they self-select activities. Staff are aware that children are naturally progressing while in their care and that this follows on from their day at school. Children are encouraged to play with what they want, when they want, but at no point is there any structure, except during snack time. This is because no initial information for each child's starting points has been sought and there is no planning for setting goals for individual children. This impacts on the opportunities for children to progress and be more challenged in all areas of their development.

Children enjoy the company of adults, engaging openly in conversations. Children play imaginatively with the small world characters and figures, and move around with ease and comfort. They move between the floor mats, table and chairs accessing a range of suitable toys and activities. This demonstrates that children feel safe to explore their surroundings. The personal hygiene of children is effectively promoted. They understand the importance of washing their hands after they have used the toilet and before eating. This is further enhanced because the

staff implement suitable practice through wiping surfaces with anti-bacterial spray. Health professionals also visit the club to talk to the children about personal hygiene practice. Healthy snacks, such as ham, cheese and jam sandwiches and which adhere to children's individual dietary needs, are provided. Drinks of water are available throughout the session. Children inform the staff when they need to go to the toilet, demonstrating that they are familiar with what is expected of them whilst adhering to the boundaries. Children behave well and have appropriate table manners.

Children learn to be respectful of one another as they take turns to talk in a group as well as listen to their peers. In addition, staff listen to children's requests, get down to their level and praise them on their achievements. As a result, children's self-esteem is actively promoted. Children play with table top games to help them develop their problem solving skills, counting the dots on the dice and moving objects to the correct number of spaces. They have basic mark making activities, such as drawing with pens on paper. Children are encouraged to undertake any homework, which often results in reading and looking at books.

## 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>	4
The capacity of the provision to maintain continuous improvement	4

### 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>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	4

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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:

- ensure copies of the written statements of safeguarding procedures and complaints procedures and the activities the children will undertake are available for parents (Providing information to parents) 13/01/2012
- undertake a risk assessment of the premises and equipment (Suitability and safety of premises and equipment). 13/01/2012

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:

- undertake a risk assessment of the premises and equipment (Suitability and safety of premises and equipment) 13/01/2012
- ensure copies of the written statements of safeguarding procedures and complaints procedures and the activities the children will undertake are available for parents (Providing information to parents). 13/01/2012