

# Westbank LOFAS

Inspection report for early years provision

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**Unique reference number**

EY364789

**Inspection date**

19/01/2012

**Inspector**

Sandra Croker

**Setting address**

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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**

Westbank LOFAS Club has operated since 2004 and re-registered in 2007. It operates from a large community hall in the Westbank Healthy Living Centre in Exminster and serves the local area. There is a secure, enclosed outside play area. The club has use of the adjacent playing field.

Westbank LOFAS Club opens each weekday during school term times from 3.30pm to 6pm. The club opens each weekday during school holiday periods, half-terms, and in-service days from 8am to 6pm.

Westbank LOFAS Club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children under eight years may attend the club at any one time, of which 15 may be in the early years age range. Currently there are 33 children on roll, of which six are in the early years age range.

The club supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are 10 staff employed to work with the children; of these, two have early years qualifications at level 2, two have early years qualifications at level 3 and two have early years qualifications at level 4 or above.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy, relaxed and clearly enjoy their time at the club. Staff know the children well which helps them to effectively meet their individual needs. Children's learning and development is good, generally promoted effectively by a good balance of activities. Good systems are in place to help safeguard children and promote their welfare. There are good partnerships in place with parents, outside agencies and in general the local school. Staff regularly review the club, attend on-going training to increase their knowledge and sustain continuous improvement.

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

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

- enhance the sharing of information between practitioners, parents and the feeder school to share observations, assessment and planning to offer children a cohesive learning experience
- enhance the opportunities for children to develop their independence skills.

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

Children's welfare is safeguarded by staff who have effective systems in place to assure their safety and well-being. A robust recruitment process is carried out on all adults having unsupervised contact with the children. This is followed by an induction programme and annual appraisals to assure on-going suitability. Risk assessments, fire practices and daily health and safety checklists maintain good standards of health and safety.

The club is well organised with a comprehensive set of policies and procedures to guide practice. An interesting range of age-appropriate activities and resources are set out to welcome the children. Throughout the session staff interact with all children with interest and enthusiasm. Good procedures are in place to promote equality and celebrate diversity. Inclusive practice helps to ensure that all children feel valued. Staff encourage parents to share their children's interests at home and form positive links with the school and other agencies. This has helped to improve the provision and experiences for children who attend the club. Overall parents are provided with ample information about Westbank LOFAS. However, there are limited opportunities for parents to learn about the information shared between the club and the feeder school.

Staff are continually looking to develop the provision and experiences for children who attend the club through self-evaluation. The manager and staff actively seek the views of parents and children via questionnaires and on-going discussion, to make improvements to the club.

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

Children thoroughly enjoy their time at the club. They enthusiastically share their experiences of the day with staff as they are collected from school. Children feel safe as they fully participate in the routine of the session. Children are effectively praised and encouraged. Behaviour management procedures are consistently applied by staff who are good role models. Behaviour is good and older children willingly look after younger children as they walk to the club from school. Children demonstrate a good understanding of how to keep themselves safe when walking from school and crossing roads. Children demonstrate a sense of fairness and are learning right from wrong. Staff help children to understand their feelings and to resolve conflict.

Children are fully focused in their play with small world resources. Children are encouraged to share with their friends. They use action figures, doll's house, dolls and prams imaginatively. There is good social interaction between friends and staff. Children build strong relationships. Children think strategically, and practise early number skills, as they effectively engage in board games.

Adults support children's learning well as they engage children in a broad range of activities that promote all areas of learning. They follow children's interests. Children initiate their own imaginary role play using exciting dressing up clothes. There are ample creative activities; puzzles and construction apparatus. Children choose where they want to play, but in addition, adult-led focus activities are well planned and children are purposefully engaged. Staff ask questions that make children think critically. For example, children are made fully aware of safety concerns relating to the use of balls at one end of the club hall.

Children have a record of their interests, the activities they enjoy and their achievements. Staff plan a range of activities for children each week to meet their individual needs. Children can consolidate their learning in a fun way, doing things they want to do. Children model with flour and water dough. Staff extend their interest by providing modelling materials that can be hardened and painted during the next session. Children have ample opportunities to paint, construct models from household recyclable materials and sit quietly looking at books. Children have use of electronic and programmable equipment to effectively develop their knowledge of information and communication technology. Staff are well deployed to support children's learning and welfare.

Children develop good hygiene habits of washing their hands before meals and after visiting the toilet. Snacks are well balanced and nutritious and children choose from several options. Healthy food choices are displayed on the notice board. Fresh drinking water is available throughout the session. Sometimes children help prepare snacks, but staff do not always encourage children to take on responsibilities to enhance their independence further.

Staff help children develop a good understanding of the importance of regular exercise as they walk to the club from school. There is a small outside area but children also benefit from outdoor play on the playing field opposite. Staff make full use of the spacious club hall and children enthusiastically play ball games at one end. Staff from the health centre come into the club to teach the children gymnastics and break dancing. Children have good opportunities to improve their physical strength, flexibility, agility, coordination, and balance.

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