

Sawley Before and After School Club Community Interest Company

Inspection report for early years provision

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Inspector	Janice Hughes
Setting address	Sawley Community Centre, Draycott Road, Long Eaton, NOTTINGHAM, NG10 3FR
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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

Sawley Before and After School Club was registered in 2007. It provides before and after school care and operates from Sawley Community Centre in Derbyshire. The club opens five days a week during school term with sessions from 7.45am until 9am in the morning and 3pm until 5.45pm in the afternoon. During school holidays the club opens 7.45am until 5.45pm. The club has use of the main hall, side room and associated facilities. It serves children from the local area and surrounding villages.

The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. They are registered for 32 children under eight years of age at any one time. There are currently 106 children on roll, most of the children attend on a part-time basis. The club has experience of supporting children with educational needs and/or disabilities.

The club employs ten full and part-time staff, of whom five hold an appropriate childcare qualification. The setting receives support from Derbyshire local authority and are members of 4Children. The club is privately owned but day to day responsibility is delegated to the staff.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled and enjoy their time in this inclusive before and after school club, where they make good progress in their learning and development. Staff have a efficient knowledge of each child to ensure that they are included and share this information well with parents and cares. Children's welfare is in the main promoted through most systems and procedures. Strong working relationships with parents and outside agencies ensure children are given the support they need. The setting has an effective capacity to improve as staff reflect and monitor their practice well.

What steps need to be taken to improve provision further?

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

- develop further the existing behaviour management procedures, to provide effective systems to manage all areas of children's behaviour appropriately.

The effectiveness of leadership and management of the early years provision

The management and staff protect children from harm and neglect as they have good knowledge of safeguarding procedures and a clear understanding of how to report any concerns. Staff regularly update their safeguarding training to ensure children are well protected. They have a thorough understanding of the Local Safeguarding Children Board's procedures and efficient awareness of the signs and symptoms of child abuse. Staff take effective steps to promote children's health and well being. Risk assessments are clear and comprehensive, they are detailed and cover all aspects of the provision including indoors, outside and trips. All of the necessary documentation is in place and is regularly reviewed to ensure it is up to date. Procedures are in place to ensure the premises and equipment is kept clean to minimise cross infection. Most staff hold a relevant first aid certificate ensuring that if a child has an accident they are treated immediately and appropriately.

Leadership of the setting is very good and positively impacts on the promotion of welfare, learning and development for the children who attend. Staff are well deployed throughout the whole of the session. They show a good understanding of their roles and responsibilities and undertake tasks without direction. As a result, the transition between activities is seamless and means that children flow from one opportunity to another without interruption. Staff are fully committed to changes and improvement that will benefit the children who attend. The manager has implemented action plans that are realistic and build on the good practice already established. Staff are involved in evaluating and reflecting on their practice and given good opportunities to develop their knowledge and skills through training. An inclusive environment is provided for all children who attend the setting. All staff have a strong understanding of equal opportunities issues. This ensures that children's individual needs are met and that any additional needs are sensitively managed and supported. As a result, children benefit from a warm and welcoming environment which helps them to feel settled, safe and happy in their surroundings.

Good relationships are established with parents and outside agencies to ensure each child's needs are identified and met. They have effective links with neighbouring schools, where staff know the teachers well and pass on relevant information to parents ensuring that children's needs are continually met. Purposeful systems are in place to include parents in children's learning and development. Staff go to considerable lengths to ensure that parents are happy with the care their child receives and that they are settled. Parents receive verbal information about their child's progress on a regular basis.

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

Children show enthusiasm and excitement at the activities on offer and engage in play for long periods of time. They show a good understanding of the routines and,

as a result, develop their independence and confidence, for example, as they self select what they play with. Planning systems are clear providing a varied range of play opportunities for children. Good consideration is given to children's interests, as well as, their stage of development. Children's next steps in learning are identified and linked into planning to ensure activities meet individual children's capabilities and offer challenge. There is a good balance of adult-led activities, as well as, free play. Detailed and useful records of children's progress are used well by staff. As a result, children always have purposeful support, for example, as they construct a marble run and play a game of frustration with confidence. Consequently the children make good progress towards the early learning goals.

Staff are effective in their interaction to support children's learning through discussion, explanation and questioning. This is shown well as the children participate in the 'Litter Picking' activity, as they learn about keeping the community tidy and pick up litter; later they create posters on keeping the community 'litter free'. This provides stimulating opportunities for children to develop early writing skills and learn about helping in the community. Children are actively encouraged to express their thoughts and feelings throughout the activity as the children talk excitedly about keeping places tidy.

The children show care and in the main concern for each other and the environment. Most children behave well and develop a sense of pride through the positive encouragement and praise that staff give them. However, some children do not listen effectively at group times and do not tidy their play items away appropriately. Children use their imagination well in the role play area. They negotiate their role within the pretend shop and gather items to sell from around the room. This provides stimulating opportunities for children to be active learners and critical thinkers. They show skills of counting and sorting and also skills for future learning by using electronic tills and calculators. A wide range of resources are attractively set out and are easily accessible so that all children can make choices in their play. Additional resources and activities are readily accessible for children to learn about different beliefs and cultures. For example, children learn about known festivals such as Diwali, where they made light candles and taste indian food.

Children's good health and well-being is effectively promoted. Children thoroughly enjoy outdoor play they show skill as they balance, skip and play ball games with skill. Children have an awareness of safety. Children also learn about road safety and stranger danger as they walk to and from school daily. Healthy meals are available to promote children's understanding of healthy eating and water is available throughout the session to avoid dehydration.

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