

# Lawrence Weston Out of School Activities

Inspection report for early years provision

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<b>Unique reference number</b>	EY437480
<b>Inspection date</b>	15/03/2012
<b>Inspector</b>	Timothy Butcher

<b>Setting address</b>	Long Cross Primary & Nursery School, Long Cross, BRISTOL, BS11 0LP
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<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.

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## **Description of the setting**

Lawrence Weston Out of School Activities (L.W.O.O.S.A.) was registered in 2011. It is based in Long Cross Primary & Nursery School, Long Cross, Lawrence Weston, Bristol. The group has use of three playrooms and an enclosed outside play area. L.W.O.O.S.A. is a committee run group providing care after school and in the holidays for children in the local community, whose parents are working or training and for children who would benefit from the service it offers. The group is registered on the Early Years Register and both parts of the Childcare Register. The group is open Monday to Friday during term time and during all school holiday periods, with the exception of the Christmas week.

The after school sessions operate from 3pm to 6pm. Children are collected from local primary schools by group staff and transport is provided where necessary. The holiday play sessions are from 8.30am to 5.30pm. The group may care for a maximum of 30 children aged from four to under eight years, who may attend at any one time. Children may also attend up to the age of 12 years. The premises are wheelchair accessible and the group provides support for children with special educational needs and/or disabilities and those who speak English as an additional language. There are eight members of staff employed to work directly with the children, of these, five hold a qualification in Play Work at level 3 or above and two hold a qualification at level 2. Currently, there are seven children on roll aged from four to eight years and of these, four are in the early years age range.

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

Overall the quality of the provision is satisfactory.

Children within the early years age group of the group enjoy their time suitably engaged in the activities on offer. Observation and assessment information is inconsistently used when planning play and learning activities. This leads to a mixed quality of provision, in particular when children take their play outdoors. Partnerships with parents are well established. Other partnerships, although adequate, do not support good continuity of care and learning across settings for children. The group maintains a gradual and continuous improvement, although systems of self-evaluation are under developed.

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

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

- develop further the system of observational assessment to more closely identify children's next steps in development and to use this information to inform the planning of appropriate play and learning experiences for them

- develop the use of outside areas to enable children further opportunities to freely explore, use their senses and be physically active and exuberant across all areas of learning
- develop further the partnerships with other providers delivering the Early Years Foundation Stage to more regularly share development records to further promote children's continuity of care and learning
- develop systems of self-evaluation further to help form an accurate appraisal of the settings effectiveness to further extend children's learning and development.

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

The committee and staff team have a sound awareness of child protection and safeguarding issues in general. They have a clear understanding of the procedure they would follow should they have a concern about a child. The group carries out a suitable risk assessment of the premises and potential hazards to children are successfully minimised. A clear procedure to ensure that staff are suitably vetted is demonstrated and those awaiting checks to be completed do not have unsupervised access to children. The recently updated, sound policies and procedures support the safe running of the group.

Equality and diversity are adequately promoted as levels of engagement with parents and carers are well established. Children are treated as individuals and with respect. This results in a secure knowledge of each child's background and with individual children's needs being suitably met. The staff routinely canvass children about future play activities. Parents comment positively about the out of school club in general and are happy with the service. Staff routinely share some information with parents at the point of collection and this includes information passed to them from school staff. However, information that supports children's learning across settings is inconsistently shared. This does not fully support the planning process or children's learning and development.

An adequate range of play resources and equipment is available to children. They are able to self-select from those put out and ask for others that are stored. There is sufficient to be of interest to the youngest children. Staff are suitably deployed to supervise children and to support them such as when they take their play outside. Children have access to the school grounds, wooded area and climbing equipment. However, weak planning for the outside area results in an inconsistent provision of resources. At times, only a limited range of resources is put out for children. Although they are able to ask for other equipment, a high quality and rich outdoors environment is not made consistently available.

There are clearly strengths in aspects of the current leadership and management including plans for future improvement. They are beginning to establish roles and responsibilities within the whole provision following recent changes in organisation. A committed and suitably skilled staff team work well with the children. Greater rigour and consistency is required with self-evaluation systems to further embed good practice and to build on the successes already achieved. However, the group

makes gradual and continuous improvement.

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

Overall children satisfactorily enjoy and achieve in their learning and development. The group provides an adequate range of activities and play opportunities for children within the Early Years Foundation Stage age group. Children of all ages are encouraged to participate alongside each other. An adequate understanding of the Early Years Foundation Stage framework is in place, given the nature of the purpose of the out of school club. Overall, children generally make satisfactory progress in communicating, literacy and numeracy during their time at the group. Information about children's interests and abilities is observed and some information recorded in learning profiles. The staff know children well so that planning follows children's interests and is based on their general developmental needs. However, information about their learning and development is not tracked sufficiently closely to fully aid the planning process. This prevents children from making better progress while attending the group. An overview of the provision of resources used by children is not monitored well. As a result, the quality of planning for a breadth of resources when children go outside varies and this limits children's enjoyment and their development.

Children are broadly content and happy, willingly taking part in the activities on offer. For example, children are suitably creative. They recently made paper flowers, and wrote and decorated a card to take home for Mother's Day. The staff plan for at least one creative and adult initiated activity each session. Children show they are secure and have a strong sense of belonging in the setting. They settle easily to play on arrival and are warmly greeted by adults. They build secure relationships within the setting. As a result, they grow in confidence and develop their communication and social skills. For example, children work collaboratively together to make models from a construction set. Young children feel sufficiently confident to ask older children for help such as when making paper aeroplanes. Children make suitable progress in their physical development. For instance, they play ball games together with an adult in the hall. They throw large sponge dice-shaped balls and are energetic in their play. During the games, children learn to take turns and practice their counting. They also learn to follow the rules, to listen and to be aware of their own and each other's safety while having good fun. They construct planes from paper and measure the distance of flight. They suitably develop their problem solving and numeracy skills in the process. Overall, most children generally secure the skills they require in order to progress in their learning.

Children begin to understand about healthy lifestyles and are suitably supported to develop their self-care skills and to become independent. They go outside most sessions to be active and to get fresh air. Children learn how to keep themselves and others safe, for example, through following the rules about climbing trees safely. Indoors they also respond well to the adults requests, such as to take

responsibility and help clear puzzles away as they move on to other activities. An effective reward system is in place that encourages children to be well-behaved and to feel good about themselves.

## 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	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
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:	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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