

Lorton After School Club

Inspection report for early years provision

Unique reference number EY320592
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Inspector Katherine May

Setting address Lorton School, High Lorton, COCKERMOUTH, Cumbria,
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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).

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

Lorton After School Club operates from Lorton school in the village of Lorton near Cockermouth, Cumbria. It is open from Monday to Thursday from 3pm until 5pm during school term times.

The children have use of the pavilion adjacent to the main school building and toilet facilities. All children share access to an outdoor play area. The group serves children from Lorton and the surrounding area. A maximum of 16 children aged from four to eight years may attend the club at any one time. Older children may also attend the club.

There are two full time members of staff who work with the children. The playleader holds appropriate early years qualifications to level 3.

The club is registered on the Early Years Register and compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

All children and parents are warmly welcomed at the after school club and children consequently feel safe and secure. Children enjoy spending time at the club and learning about their local community and the world around them. Individual children have their needs reasonably well met because the staff enjoy getting to know them and supporting their learning and development. The organisation of resources inside and outdoors is good. Satisfactory policies and procedures are shared with parents and carers to ensure the needs of children are met, along with any additional support needs. The staff have a positive attitude to improvement and an achievable action plan in place to support further development of the setting.

What steps need to be taken to improve provision further?

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

- improve record keeping of routine events such as weekly risk assessments and termly emergency evacuation practices to fully demonstrate the safety and suitability of the premises.

The effectiveness of leadership and management of the early years provision

The after school club has a satisfactory safeguarding procedure and staff understand the signs of abuse sufficiently so that they provide secure and safe care for children. Parents are provided with information on all policies and

procedures including how to complain to Ofsted should they wish to do so. Policies are reviewed at regular intervals by the playleader and committee to include legislative requirements. Risks assessments of premises and equipment are routinely carried out in order to provide a generally good level of safety for children and adults using the environment. Emergency evacuation drill is practiced at intervals. However, consistent practice in regard to record keeping for such events is not fully embedded.

A suitable range of purposeful, interesting play and learning opportunities are provided that are appropriate for the ages and abilities of children attending. However, the ways by which young children and new starters can know what is available to them have not fully explored. Satisfactory planning of weekly activities are in place and are flexibly applied to meet the preferences of children attending each day. The staff considers children and how well they engage in activities when in their care. Children are sufficiently confident to express opinions about the success and enjoyment of particular activities.

Staff are generally motivated to improving the standard of care and learning provided and have identified achievable areas for improvement. Staff have positive attitudes to their professional development and attend relevant training events. For example, the staff attended safeguarding training together enabling them to discuss implications for practice at the setting in meaningful ways.

The staff have good knowledge and understanding of partnership with parents which enables them to discuss concerns with parents and meet children's needs including additional needs. Children's welfare, learning and development are adequately supported by wider partnerships.

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

Children are safe at the setting because the staff ensure that the environment is secure and risks are minimised. When moving between the pavilion and the main school building, children are given clear guidance on how to behave sensibly. As a result, children are happy, content and secure at the setting.

Children enjoy a broad range of play and activity, with emphasis on food, arts and crafts led by enthusiastic staff. Consequently, children willingly engage and make steady progress in their learning, often supported by older children at the club. For example, an activity to make seasonal greetings cards enables young children to use their cutting, measuring, sticking and writing skills. Children make steady progress across all areas of learning and development. The staff provide sufficient levels of challenge within activities and include all children at their ages and stages of development. For example, children thoroughly enjoy investigating a new interactive computer game and watch attentively as the programme is installed. They chatter sociably as the game proceeds, take turns to use the hand-held console and help one another when the equipment is totally unfamiliar.

Children learn about healthy lifestyles because the staff provide access to the

school playground and nearby village field where they enjoy football games and access larger equipment. Energetic children enjoy digging the raised beds in preparation for planting seedling potatoes and other vegetables. Staff provide afternoon snacks and talk to children about healthy food choices, their preferences and allergies. Consequently, children know what foods they are able to eat and learn how eating sensibly promotes their good health. Children enjoy making jam sandwiches and helping themselves to slices of orange, apple and cucumber. In other seasons they enjoy produce from their own growing activities including courgette, potatoes and strawberries. They can help themselves to drinking water throughout the sessions and particularly at snack time.

Children have good understanding about what causes infection and staff encourage them to develop good hygiene routines. For example, several children rush into the pavilion and head for the snack table. One child calls to his friends saying, 'No, wash hands first before snack!'

Children generally behave well at the setting because the staff are caring and model good behaviour. Children are comforted when distressed and are given clear guidance about acceptable behaviour when necessary. Children develop an awareness of respect for themselves and others by including each other fully in games such as den-making and cricket in the village field. They have opportunity to learn about their own local culture through seasonal celebrations, such as making and tossing pancakes on Shrove Tuesday.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	2
The extent to which children make a positive contribution	3
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