

Strike Lane Care Club

Inspection report for early years provision

Unique reference number EY292297
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Inspector Lynne Woods

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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

Strike Lane Care Club opened in 2004 and operates from Strike Lane Primary School Children's Centre in Preston. It is operated by a committee and serves children who attend the school.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 24 children at any one time. The club is open each school day, term time only, before school from 7.50am until 8.50am and after school from 3.25pm until 5.45pm. Children are cared for in the community room of the children's centre, including a small interview room and the school hall. A kitchen area within the community room provides for the club's needs. Children have direct access to a designated outdoor play area, as well as the school playground and playing field.

There are currently 58 children on roll, of whom seven are in the early years age group. The setting supports children with special educational needs and/or disabilities. There are two staff members who hold appropriate childcare qualifications, who are employed to work with the children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming and secure environment. The warm relationships between the children and the staff contribute to the children's sense of security and enjoyment whilst attending the club. The staff offer the children a range of experiences and activities based on their knowledge of the children. Strong links with the school and the children's centre ensure that the children experience a seamless transition between provisions. Comprehensive policies and procedures and training contribute to the strong effective parent partnerships and ensure that children are kept safe. The club does not, however fully evaluate the quality of the practice to identify future improvements.

What steps need to be taken to improve provision further?

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

- promote a culture of reflection and self-evaluation in order to clearly identify aspects of the provision to improve
- analyse observations to help to plan what is next for individuals and groups of children.

The effectiveness of leadership and management of the early years provision

Children are protected as all the staff have a good knowledge of safeguarding children policies and procedures. A clear policy records the correct procedures and contact details if there is a concern about the safety or well-being of a child attending the club. The children are kept safe as risk assessments are reviewed on an annual basis in partnership with the management team of the school and daily checks of the premises are conducted prior to the children's arrival at the club. The robust procedure for administering medication and the recording of accidents contributes to the safety of the children attending the club. Effective procedures help keep children safe as the entrance is securely monitored so that no unauthorised persons can enter. Parents and visitors sign in and out so that everyone on the premises is accounted for.

The effective organisation of quality resources both indoors and outdoors ensures that children's experiences at the club are stimulating and appropriate. Paper and paint is freely available to the children as they paint pictures in both the indoor and outdoor area. Children are confident that they can ask staff for extra or specific games and resources, and their needs are accommodated. They also have access to the children's centre resources to extend the range available.

Children's portfolios contain photographs celebrating their achievements which have statements linked to the Early Years Foundation Stage, however the opportunity to fully develop the children's learning is limited as a system of observing children and identifying next steps for learning has not been fully implemented. The children are happy and settled at the club. The equality and diversity policy and a range of resources, books, musical instruments and celebrations, such as those for Chinese New Year contributes to the children's awareness of different cultures and lifestyles within society. The strong links between the school and the children's centre enables staff to make sure that the children's individual needs are met.

Good relationships with parents have been developed. Parents comment on their satisfaction of the service provided and how the club forms a vital link between the school and home resulting in effective information sharing between all parties. Parents speak very highly of the dedicated staff that make a major contribution to the children's happiness. The setting does not fully evaluate practice to identify areas for improvement. However, all the policies and procedures have recently been reviewed in partnership with the committee member who represents the school.

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

Children enjoy attending the club which provides a home from home environment. They use the cosy area, role play area and have access to the interview room which is on occasion used as a sensory room. Children form good relationships

with each other and play together happily, sharing ideas and the equipment. The children are able to choose to be indoors or outdoors during the session and there is an extensive range of activities to engage and challenge the children, for example, the children enjoy painting pictures and playing board games. Children's self-esteem is fostered as they learn to share and take turns when rehearsing for an impromptu talent show that they have organised.

Children enjoy a healthy snack of pitta bread and chopped tomatoes, peppers, cucumbers and carrots followed by a selection of fresh fruit. They comment that they must not eat too much as they will be having their tea when they go home. A good understanding of health and hygiene is promoted through consistent practices and reminders about hand washing by staff. Children make use of the 'trim trail' activity on the school playing field that has been purchased in partnership with the school, which helps to promote their positive attitude to exercise and a healthy lifestyle. In addition, children's sense of ownership, contributes well to their behaviour within the setting.

The staff's knowledge and strong relationships with the children, their families and the school contributes to the informal planning of the session. Activities and resources are selected by the staff as they observe and talk to the children ensuring that the individual needs of the children are met and their learning is extended. Although the club does not fully record these child observations or planning, the children attending make good progress towards the early learning goals.

The club promotes all of the five outcomes for children through the daily routines. The children are well-behaved and courteous to each other as the staff are positive role models for the children. The children learn to keep themselves safe as they practice the emergency evacuation and observe club rules, such as do not run inside. Children become aware of how to adopt healthy lifestyles as they enjoy playing outdoors and eat their healthy snacks. Children make a positive contribution as they learn about different cultures and lifestyles as they dress up in the dressing up outfits and celebrate a range of festivals including Chinese New Year, Mothers Day and Easter. Children develop skills for the future as they use the mini laptops to write stories and build with the construction equipment. The environment is thoughtfully arranged to provide the children with the opportunity to practise their writing skills and solve problems as they freely access drawing equipment, jigsaws and 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

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	3

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	3
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	3
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