

The LSJ Out of School Club

Inspection report for early years provision

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Inspection date	28/05/2012
Inspector	Angela Rowley
Setting address	Leigh St. Johns C of E Infant School, Kirkhall Lane, LEIGH, Lancashire, WN7 1RY
Telephone number	0120461899
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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

The LSJ Out of School Club is one of nine provisions operated by St. Bedes Services Limited. It registered in 2011 and operates from St John's Infant School in Leigh. Children have access to the school hall as the main play base, with additional use of two classrooms when needed. Children share access to secure outdoor play areas. The setting is open five days a week from 7.15am until 8.45am and again from 3.15pm until 6pm in term time and from 8am until 6pm during school holidays. The setting is accessible to all children and their parents. A walking bus service is provided to take children to and collect them from the junior school site.

The setting is registered on the Early Years Register and both parts of the Childcare Register and is registered for 60 children under eight years, of whom no more than 40 may be in the early years age group. At present there are 48 children on roll, nine of whom are within the early years age range.

The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level three. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming, child-centred provision where their individual contributions are highly valued and where they are making good progress in their learning and development. Strong organisational systems ensure that most policies and procedures to promote children's welfare are effectively implemented. Partnerships with parents, the host school and other professionals have been secured and are mostly effective in meeting individual children's needs. The highly motivated manager has driven some significant improvements since registration and has relevant further developments planned. Self-evaluation is mostly very well informed and is demonstrated in the good impact on outcomes for children.

What steps need to be taken to improve provision further?

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

- strengthen further the links with other practitioners to ensure continuity and coherence in provision to support children's learning
- develop induction procedures to ensure all practitioners new to the organisation are fully informed of the operational procedures and their roles.

The effectiveness of leadership and management of the early years provision

Registration arrangements for children are secure and staff follow clear procedures for the collection or the dropping off of children from within the school and also from the junior school site. The school hall which is used as the main area for play, is made welcoming, is well maintained and safe. Security is good and comprehensive risk assessment procedures are implemented both in relation to the premises and when out in the community. Consistent staff provide stability for children. Clear vetting systems ensure their suitability and an appraisal has been carried out to audit skills and to identify training needs. Although current staff are mostly made aware of the change in operational policies and procedures, there are no formal arrangements in place for induction to ensure all practitioners have a thorough understanding of them. The manager has a comprehensive working knowledge of issues around child protection and of the procedures to follow. She works positively in partnership with other professionals to protect and promote children's welfare. Procedures to promote children's health are strong in almost all respects. All practitioners hold both a current first aid certificate and a food safety certificate and all required records are securely in place. The setting makes the most of both the large outdoor play space and the hall to provide continual opportunities for children to access fresh air and physical exercise.

Well-organised resources support children's achievement and their enjoyment. Staff also provide activities to support children's understanding of difference and diversity. Every child is welcomed and their individual needs are met because staff gather information from parents, the children and through their own observations. The club works in close partnership with parents and is continually working to improve links. They have sought their views using a questionnaire and provide information through daily contact, the notice board and regular newsletters. The club is developing strong links with the school it serves. Partnerships with teaching staff have been quickly established to ensure there is continuity between school and club. This ensures that children are well cared for, messages are triangulated and priorities for individual children's learning are beginning to be shared.

Regular staff meetings and the sharing of ideas supports all aspects of the setting's work. The manager and practitioners are reflective. They securely evidence what works well and make changes when they identify an area that can be improved. Consequently, they drive improvements successfully and targeted plans for development are well prioritised. Since registration some significant improvements have been made. The impact of these can clearly be seen in children's behaviour and the contributions they are now able to make, which has positively impacted upon children's enjoyment and their engagement in the provision. Parents also comment on the improvement; 'It is much more organised, the children are all busy now with activities' and 'I can't get her home nowadays'.

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

Children arrive in the hall to a warm welcome and to a wide range of play opportunities. They enter happily and sit with their friends for a well-organised, social snack time. Healthy lifestyles are well promoted in almost all aspects. Mostly, children independently go to wash hands before eating snacks and they are provided with a range of mostly nutritious food and drink. They thoroughly enjoy their tuna pasta with salad and staff ensure that alternatives are provided to meet individual children's needs. Children independently pour their own water to drink and they freely choose a piece of fruit to eat when hungry. Opportunities to engage in physical exercise are continuous. Children dance or hoola-hoop in the hall or play outside where they make dens with crates and fabrics, play football, or dig in the mud pit.

Familiar and well organised routines give children a clear sense of security. Staff have high expectations of children's behaviour, which is impressive. Children are enabled to make a real contribution to organising and devising their own play activities, which results in a very child-centred provision. Consequently, children engage very positively. The focus on organisation to promote positive behaviour has been significant. All children have contributed to establishing the setting's rules and have displayed them. They have contributed to activities focussing on 'recipes for friendship' and, as a result, children have positively considered characteristics that make a good friend. They play for sustained periods in established friendship groups and collaborate to make posters, sharing design ideas and themes for the forthcoming jubilee celebrations. They independently follow through previously established activities, for example, they fill the watering can to tend to the plants they are growing autonomously. Older children are eager to progress with their work on the first children's newsletter they are producing using the computer. This active thinking and positive contribution has been achieved because adults listen attentively to and act on children's ideas, continually observing, talking to and involving them in decisions about the club.

Children comment how much they enjoy coming. They like playing with their friends and also the staff who support and extend children's play effectively. For example, staff facilitate table games, such as dominos which also gives an opportunity to extend children's numeracy skills. Children model the role of the practitioner, making notes about what is happening in the setting, which extends their opportunity for writing. Staff also involve them in risk assessment, which raises their awareness of staying safe. They routinely wear high visibility vests when walking to and from school and they explore the role of the crossing patrol when he visits. All children demonstrate how safe they feel in the setting as they move around independently and approach staff freely. They relax easily in the play tent with soft cushioned interior where they chat sociably with their friends.

Staff have a good understanding of the Early Years Foundation Stage and they plan appropriately to meet children's individual needs. The effective key person system ensures most learning priorities are identified and that planning is clearly linked to children's interests and development stage. For some children, staff are

provided with valuable information from teaching staff which forms a focus for continued learning through play, although this has not yet been able to be obtained for every child and the manager continues to try different ways of facilitating this process. Their keyworker plans specific activities to support individual learning, which promotes good progress during the time at the setting.

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	1
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