

Twycross Stars After School Club

Inspection report for early years provision

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Inspector Tracey Boland

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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

Twycross Stars After School Club was registered in 2012. It is privately owned, operating from one room with associated facilities in The Hollies building within Twycross Preparatory School. The after school club provides care for children attending the school. There is access to enclosed areas within the school grounds for outdoor play.

The after school club is open Monday to Friday, during school term times. Sessions are from 7.45am until 8.45am and 3.15pm until 6pm. A maximum of 16 children under eight years may attend at any one time, of whom, none may be under three years. The after school club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The after school club employs two members of childcare staff. Of these, one holds an appropriate early years qualification at level 3 and one holds Qualified Teacher Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are suitably safeguarded and they are supervised well. Appropriate attention is given to helping children develop their self-esteem and are happy and settled. Children share their own ideas for planning and staff have a clear understanding of the learning needs and interests of each child. They enjoy activities that take account of most of the areas of learning. The environment is inclusive and partnerships have been formed with parents and teaching staff within the school. Risk assessments are in place and staff are vigilant regarding safety at all times. Systems for self-evaluation are still evolving.

What steps need to be taken to improve provision further?

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

- improve the systems for the organisation of the setting by leading and encouraging a culture of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of the provision for all children
- extend the range of learning experiences offered to children, particularly the opportunities to explore a range of textures and opportunities to use different technology.

The effectiveness of leadership and management of the early years provision

Staff create a relaxed environment where children are suitably protected from abuse and neglect. Staff have a clear understanding of their responsibility relating to safeguarding and the procedures they should follow if concerned about a child in their care. Recruitment procedures ensure that all staff are suitably checked, in order to care for children and all relevant certificates are held. Appropriate procedures are in place to ensure that children are not left unattended with unvetted adults. Detailed risk assessments ensure that potential hazards are minimised. Also staff make daily assessments to ensure that areas accessed by the children are suitable. Children are involved in emergency fire evacuation practises to ensure that they are aware of the procedure they should follow in case of an emergency.

Children are suitably cared for at times of minor accidents as staff hold valid first aid certificates. Health records are maintained and countersigned by parents and staff seek consent from them for any medication, such as inhalers and Epi-pens. Space is safe and organised well to enable children to move safely in the areas available to them and staff ensure that they are always well supervised. Children enjoy the garden each day and get plenty of fresh air.

Staff understand the importance of working alongside parents, carers and other agencies to support children's needs to ensure that they are included in the life of the setting. Staff have formed relationships with teaching staff in the school. Policies and procedures, which reflect the ethos of care, are inclusive and shared with parents. The setting provides a friendly informal environment where children and their families are welcome and parents are happy with the care provided.

Systems to monitor practice within the setting have not been fully implemented, so staff are not consistently evaluating the service and taking steps to enhance the provision. However, discussions take place with parents on a regular basis, so any issues can be resolved. Staff take time to ensure that children are introduced gradually to the setting. This ensures that parents and children get to know staff to encourage their feeling of security.

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

Staff have an understanding of the Early Years Foundation Stage, which helps them to continually develop routines for planning and providing an enjoyable variety of activities. These are both adult-led and child-initiated. Interaction between staff and children is effective and they have formed very good relationships. Staff observe the children at play. Staff use this information and that gained from parents at the start of their child's placement to plan for the individual needs of the children in their care. Staff actively seek the views and ideas of the children, which are also used to inform planning on a daily basis.

Personal, social and emotional development is generally well promoted and staff interact and respond to the children's ever changing needs. Children respond well to requests from staff and behaviour is good. They are very courteous to staff and offer to help set out and put away the resources. Children are actively engaged at all times and communicate very well about their day. Support is given to the children, if they wish to complete their homework and they settle easily into the activities provided.

Children's independence is continually encouraged and they are comfortable of the routines in the session. They understand the importance of washing their hands before snack, after messy play and after using the bathroom and the setting is clean and very well maintained. They enjoy healthy snacks that take account of their dietary needs and preferences and are actively involved in preparing them. Children are aware of their own safety and are actively involved in practising the fire evacuation procedure, which are recorded and evaluated ensuring that it remains suitable. Children are reminded about safety, both indoors and outdoors. Also procedures for the collection of children from the school are effective.

Children access a variety of appropriate activities that are interesting and provide challenge for them. They access the outdoors each day, enabling them to gain plenty of fresh air and developing their large muscle skills, while running, playing ball games and skipping. Children learn about the living world through exploring the outdoors, looking for mini-beasts and bugs. They continually develop their language skills through the discussions that take place and the books they can access freely. Children have an enthusiasm with regard to art and craft activities and use their imagination well. However, they have little opportunity to develop a broader knowledge regarding technology and programmable toys.

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	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

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	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met