

# Light Oaks Before and After School Club

Light Oaks Infant School, Lancaster Road, Salford, Lancashire, M6 8LU

<b>Inspection date</b>	12/10/2012
Previous inspection date	30/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- The setting has not established effective systems for sharing learning and development with the nursery/reception teachers and therefore, cannot complement the learning that is taking place throughout the day.
- The setting does not meet the qualification requirements as at least half of the staff do not hold a full and relevant level 2 qualification.
- Regular staff appraisals are not carried out therefore training and professional development needs are not identified.
- Processes of self-evaluation are developing but are not yet fully established. As a result, there are not clear plans in place for continuous improvement.
- Observation and assessment processes are not consistent or accurate enough to build on children's progress and therefore cannot be monitored or sufficiently planned for.

### It has the following strengths

- Children have plenty of opportunities to develop their physical skills as they can choose to play indoors or outdoors continuously.
- Children are developing independence and responsibility as they make choices in the activities they wish to engage with.

## **Information about this inspection**

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed activities in the school hall.
- The inspector held a meeting with the acting manager to discuss leadership and management issues.
- The inspector took account of the views of a parent during the inspection.

## **Inspector**

Joanne Ryan

## **Full Report**

### **Information about the setting**

Light Oaks Before and After School Club opened in January 2004 and is run by a committee. It operates from Light Oaks Infant School in Salford. The setting caters for children who attend the school and the adjacent junior school. Children have access to the hall, the library area and bathroom facilities. The nursery and Year 1 classrooms are also used occasionally. There is a large enclosed area available for outdoor play. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The before school club opens Monday to Friday from 8am until 8.55am during term time. The after school club opens Monday to Friday from 3.30pm until 5.30pm during term time. There are currently 75 children on roll, of whom six are in the early years age range. There are 13 members of staff who work directly with the children, four of whom, including the manager, hold a qualification at level 3. Two staff hold a qualification at level 2 and seven staff are unqualified.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that at least half of the staff hold a full and relevant qualification at level 2
- ensure records are easily accessible and available for inspection, this specifically relates to records to demonstrate staff suitability
- develop the systems for performance management and establish a programme of professional development in order to improve the staff's knowledge, understanding and practice. This specifically relates to developing their understanding of the learning and development requirements within the revised Statutory Framework for the Early Years Foundation Stage
- discuss with parents/carers and the nursery/reception teachers children's learning and development requirements in order to offer an educational programme that complements the learning where the child spends most of their time
- ensure there is always somebody present who is able to take charge in the managers absence
- develop a system of ongoing observation and assessment to identify children's individual needs, interests and stage of development. Then use the information acquired to plan for children's progress across the seven areas of learning.

#### **To further improve the quality of the early years provision the provider should:**

- develop the use of thorough self-evaluation to be more consistent in identifying weaknesses, in order to be effective in prioritising and planning for future improvements that support children's achievements.

### **Inspection judgements**

**How well the early years provision meets the needs of the range of children who attend**

The activities provided by the setting enable children to experience a range of opportunities. For example, children explore a range of media and engage in painting activities where they experiment with paint and express their ideas creatively. Children develop their understanding of the world through the use of technology by using computers independently. However, staff have a weak knowledge of the requirements of the Early Years Foundation Stage and the learning and development requirements and therefore, are unable to monitor if children are making progress in the seven areas of learning and development. The observation and assessment system is not effective in identifying children's development stages and therefore, activities are not based on the children's current level of development. Planning consists of resources to be made available to children within each of the areas of learning and development. However, this has not been updated to reflect the revised Early Years Foundation Stage and does not consider children's interests and individual needs. Therefore, staff are unable to plan for children's individual progression.

Children generally enjoy their time at the club and take part in some suitable activities and play experiences. Staff interaction with the children is suitable; they sit alongside the children and engage in their play. The club only cares for children who attend the school. However, they have not yet established systems with the teachers to ensure a two-way flow of information is shared about children's well-being and learning and development. This impacts on staff's ability to promote continuity of care and learning for children. In discussion with parents during the inspection, comments indicate that they are happy with the service their children receive and they particularly like the wide range of activities on offer. Staff give parents feedback at the end of the session regarding the children's time in the club. However, the feedback is general and learning and development is not a consistent feature, therefore, parents are not fully informed about their child's development stage.

### **The contribution of the early years provision to the well-being of children**

Staff demonstrate a satisfactory knowledge and understanding of most of their responsibilities of ensuring children's well-being, to support them in this out of school provision. Outdoor play is popular among the children as they can choose when to go outside. They learn to take manageable risks and enjoy physical challenges. For example, they have fun playing football, with the skipping ropes and tennis balls and patiently take turns. Children wash their hands before having snacks, although opportunities are missed to discuss the importance of good hygiene. Staff manage children's behaviour well, they give clear expectations of the rules and tell children what is expected of them. For example, when children run across the hall staff ask them to walk so they don't fall and hurt themselves. Staff are deployed across the range of activities provided and are split between the infants and juniors which mean children are able to build effective relationships.

There is a key person system in place so children can build attachments with a member of staff. The key person generally meets the well-being needs of the children and liaises with the parents. Children are happy, confident and settled in the club. Children's independence is promoted as they take responsibility for giving out the snacks and drinks. Children have

drinks and a snack as they enter the club which consists of sandwiches, savoury crackers and drinks. However, practitioners do not use this experience to help children to understand about healthy diets. The staff complete daily checks of the areas to ensure the environment is safe for children to play. There are a wide range of resources available for children to choose from. Children are given the choice of the resources they would like out for that session and can request for them to be changed; therefore, they are interested and engaged with the activities available.

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

Self-evaluation is not sufficiently rigorous, as staff do not identify the strengths and weaknesses of the club. As a result, some of the actions and recommendations from the last inspection are still outstanding and clear plans for improvement are not in place. This impacts on the club's ability to develop the provision. There are currently no systems in place to monitor and evaluate staff practice to identify training needs to improve outcomes for children. Regular staff appraisals are not undertaken, therefore, opportunities for continuous professional development are limited. The club does not have a copy of the revised Statutory Framework for the Early Years Foundation Stage and have failed to gain knowledge of this to enable them to implement it and therefore, there are a number of breaches of legal requirements. This means the staff team do not have a secure knowledge and understanding of the safeguarding and welfare requirements or learning and development requirements which affects the efficiency of the educational programmes.

Staff demonstrate a satisfactory knowledge and understanding of their responsibilities relating to child protection and the procedures to follow in the event of any concerns to safeguard children. However, records of staff certificates, Criminal Record Bureau checks and recruitment records could not be seen on the day of the inspection, due to the manager's absence, who currently holds the documents off site. As a result, safe recruitment procedures could not be inspected to ensure that they have been followed. The manager and current acting manager both hold qualifications at level 3. However, half of the other staff do not hold a full and relevant qualification at level 2. This is a breach of a legal requirement of the Early Years Foundation Stage. There are also periods of time where there is no manager present and accountability arrangements are unclear. This could potentially put children at risk as staff have nobody to seek advice from should a situation arise. Parents receive daily informal verbal feedback on their child's time at the setting. Although, at present there are no children who attend that require additional support, the acting manager demonstrates a satisfactory understanding of her responsibility to liaise closely with a wide range of professionals and work with them in order to support children and their families who need it.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are **Met**

**To meet the requirements of the Childcare Register the provider must:**

- ensure that at least half of all persons caring for children have successfully completed a qualification at a minimum level 2 in a relevant area of work (Compulsory part of the Childcare Register only).

**What inspection judgements mean**

**Registered early years provision**

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

**Inspection**

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early

Years Foundation Stage.

### Setting details

<b>Unique reference number</b>	EY278382
<b>Local authority</b>	Salford
<b>Inspection number</b>	819946
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	0
<b>Number of children on roll</b>	75
<b>Name of provider</b>	Light Oaks Before and After School Club
<b>Date of previous inspection</b>	30/03/2009
<b>Telephone number</b>	0161 788 8099

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### Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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Piccadilly Gate  
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