

# Breakfast & After School Club At Someries

Someries Infant School, Wigmore Lane, LUTON, LU2 8AH

<b>Inspection date</b>	28/11/2012
Previous inspection date	23/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The experienced and knowledgeable staff team have a good awareness of how children learn. They make the most of opportunities to extend children's learning through child-initiated activities and discussion.
- There is a warm, welcoming and stimulating learning environment in which children demonstrate positive relationships with the staff and their peers and are secure, happy and confident to express themselves.
- Staff are good role models. They are deployed well, use consistently applied strategies and provide clear guidance for the children about what is acceptable behaviour.
- Partnerships with external agencies and other providers are well established and make a strong contribution to meeting children's needs.

### It is not yet outstanding because

- The relationship with parents is still to be fully consolidated as current arrangements do not fully engage them in their children's learning and time at the setting.
- The monitoring of practice is not totally effective as it does not always include the contribution of parents and/or carers views.

## 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 main rooms.
- The inspector looked at a selection of policies, procedures and observations of children joining in with different activities.
- The inspector spoke with the coordinator, staff and children at appropriate times throughout the inspection.

## Inspector

Susan Ennis

## Full Report

### Information about the setting

Someries Breakfast and After School Club registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the nursery unit in the grounds of Someries Infant School in Luton, Bedfordshire and is a committee-managed setting. Only children from Someries Infant and Junior school attend the club. There is a fully enclosed area available for outdoor play.

The club employs six members of childcare staff. Of these all hold appropriate early years qualifications at level 2 or 3. The club opens Monday to Friday during school term time.

Sessions are from 7.50am to 8.50am, 3.15pm to 4.30pm and 3.15pm to 5pm. Children attend for a variety of sessions. There are currently six children attending who are within the early years age group. The club can support children who speak English as an additional language and children with special needs and/or disabilities.

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

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

- enhance further the engagement with parents to fully support them in contributing to their children's learning and time at setting
- enhance the monitoring of practice by ensuring that parents and carers are fully able to contribute to the process.

### **Inspection judgements**

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

Staff are experienced and have a secure knowledge of how to promote children's learning and development. They are interested in what the children have to say and skilfully use child-initiated activities to extend and improve children's progress across the areas of learning. For example, when children choose a box of shoes to play with staff reinforce their understanding of size and mathematical language. When children give them shoes to try on they ask 'Will they be too big or too small?' and when they do not fit ask the children to think why not. The children then decide that because they are older their feet will be bigger than their friends. The member of staff uses a foot measuring device to help them solve the dilemma. They discuss the numbers on the device and are amazed when measured that they have one foot bigger than the other.

Staff are motivated in meeting the individual needs of all the children. Information from parents and baseline assessments ensure that staff are aware of the children's capabilities and any areas for particular focus. Observations and assessments then enable them to build on what the children know and plan for their continued development. They recognise that the children have been at school all day and therefore very much encourage their learning in a relaxed and enjoyable manner. Resources are accessibly located and children can choose which toys and activities they would like to play with, including those from the club store cupboards. When younger children choose a set of small world figures relating to a popular children's film, the staff use their experience to draw out the learning opportunities from the activity. They discuss the names of the characters and encourage the children to compare the young and old figures of the main lion. Children express their

thoughts around behaviour as they describe the hyenas as 'baddies'.

Positive communication procedures give parents opportunities to share all relevant information about their children's welfare and progress. Staff make themselves readily available to talk to parents at any time and support them where possible. However, there is scope to improve the contributions of parents to their children's development by involving them more in the club and the activities taking place.

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

Care practices ensure that children are happy and enjoy their time at the club. Settling-in processes ensure that the children and parents are confident in the situation. Buddy systems are arranged if new children are nervous about attending the club and the older children very much take the younger ones under their wing to help them feel more settled. Staff know the children extremely well as they mainly work in the school that they attend and have known most of the children from a very young age. Children's behaviour shows that they feel safe and that they trust in their relationships with staff enabling them to share any concerns they may have. They move confidently around the setting secure in the knowledge that they can go to staff when and if they need support. For example, they ask for help to select something from the resource cupboard or ask to sit and share a book.

Staff have a good understanding of safety issues and prioritise children's well-being. All areas used by the children are effectively checked and risk assessed on an ongoing basis. Children are consistently made aware of the safety procedures in place. They regularly participate in the practising of the fire drill and know the procedures for walking to and from the school. They are given sensitive reminders from staff about, for example, not leaning back in their chairs and know to wait for an adult to answer the door to their parent at the end of the day. Staff give clear messages to children to ensure that they are developing a good understanding of the importance of a healthy lifestyle. Children have free access to fruit and drinks at the club and know that jam and sweet toppings are only allowed with their breakfast and not as a snack. Their independence skills are developing as they are encouraged to spread the butter onto their toast and to clear away their own plate when they have finished. They enthusiastically enhance their physical skills as they play with interactive computer games and make good use of the fully equipped outside play areas.

The staff team are good, calm role models. They are deployed well and use consistently applied strategies to provide the children with clear guidance about acceptable behaviour. Relationships are strong at all levels and children are learning to respect and tolerate each other's differences. The 'Golden rules' are explained to the children and activities such as wearing something blue for Anti-bullying Day are extended into the club to enable more explanation and discussion about why bullying is not acceptable. Children are actively developing an understanding of their community and the world around them. They participate in a cultural week when they dress up in traditional costumes and enjoy listening to the story associated with Diwali. Children are well prepared for their move onto their next stage in learning. Those already in junior school talk to the younger

children about, for example, their learning logs and staff give them a quiet space to ask any questions they may have. Teachers from the school regularly visit the club and all relevant information is shared to ensure that the children are supported individually in any changes that take place.

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

Children's welfare is effectively prioritised and promoted because the setting's arrangements for safeguarding are comprehensive. Staff have all attended safeguarding training and have a detailed knowledge of the procedures to follow should concerns arise. They are vigilant about visitors to the premises and thorough signing in processes protect the children further. Recruitment, induction and performance systems are securely in place to ensure that staff are valued and supported in their roles. Ongoing training ensures that they continually update their knowledge and have an effective impact on children's learning and progress.

There are well-informed systems for observing, assessing and monitoring children's progress. Staff liaise closely with a range of professionals and work in partnership with them to support the children and their families. Staff build positive relationships with parents. They work very flexible hours to ensure that any children who wish to attend the club can do so and fees are kept as low as possible to ensure all can access the club when needed.

The management and staff team are committed to offering a high quality of care to the children and their families. They continuously monitor and review their procedures to ensure that they are current and consistently set themselves action plans for improvement. However, as the views of parents and users of the club are not consistently incorporated into the monitoring processes, this information is not used to further improve practice.

Staff at the club create an environment that is welcoming, safe and stimulating. Children enjoy their learning and grow in confidence securing their future progress.

### **The Childcare Register**

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

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

### **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>	EY367998
<b>Local authority</b>	Luton
<b>Inspection number</b>	821184
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 11

<b>Total number of places</b>	30
<b>Number of children on roll</b>	59
<b>Name of provider</b>	The Committee of Breakfast & After School Club At Someries
<b>Date of previous inspection</b>	23/02/2009
<b>Telephone number</b>	01582414545

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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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