

The Lias Club

Long Itchington CE Primary School, Stockton Road, Long Itchington, Southam, Warwickshire, CV47 9QP

Inspection date	04/12/2012
Previous inspection date	15/12/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children's well-being is given high priority and staff ensure they are settled and secure at the club and know who to go to if they have any problems. Children play very happily together in the welcoming, family atmosphere and have a sense of belonging.
- Staff work well together as a team to plan and evaluate activities and to identify areas for improvement in the setting. They have close links with the school and are supported effectively by the headteacher and early years staff, which assists in the monitoring of the provision.
- Children are provided with an exciting range of activities which develop their learning experiences effectively. They make good progress as staff know all the children well which enables them to build their next steps into their activities.
- Children are safe in the setting as they are well supervised and staff understand and implement the safeguarding policy and procedures well. Children are taught to keep themselves safe by being sensible and aware of others.

It is not yet outstanding because

- Staff have yet to fully understand and implement the new learning and development requirements for the Early Years Foundation Stage so that they are able to provide an exceptional educational programme for children.

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 playroom and the outside learning environment.
- The inspector held meetings with the manager of the provision and the headteacher of the school.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and in information included in the self-evaluation form.

Inspector

Catherine Sharkey

Full Report

Information about the setting

Long Itchington After School Club (LIAS) was registered in 1996 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a classroom in Long Itchington Primary School, Warwickshire and is managed by a

committee. The premises are shared with a registered pre-school. The club serves the local area and is accessible to all children. It opens Monday to Friday from 8am to 9am and from 3.15pm to 6pm, during term time only. It is open from 9am to 5pm for the holiday playscheme for the first two weeks of the summer holidays. This can be extended to 8am until 6pm if required. There are extensive areas of the school grounds available for outdoor play. This includes a large field and a small wooded area. The club also has the use of the school hall.

The club employs six members of staff. Of these, all hold appropriate early years qualifications at level 2 and 3. The manager has qualified teacher status. There are currently eight children attending the club who are within the early years age group. It supports a number of children with special educational needs and/or disabilities. The club is a member of the Out of School Alliance.

What the setting needs to do to improve further

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

- increase staff's understanding of the 'Statutory Framework for the Early Years Foundation Stage' and 'Development Matters in the Early Years Foundation Stage', in order to strive to provide an exceptional educational programme for children.

Inspection judgements

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

Staff work together to plan the activities. These are evaluated and adapted according to children's interests and how they benefit from or enjoy the activities. Children have the freedom to follow their own interests and guide the activities, while at the same time, staff incorporate each child's next steps in learning into their play. Children's language and vocabulary is developed well by staff as they ask children about their play and how they want to develop it. For example, they are asked how they want their reindeer to look in a cutting and sticking, creative activity. Children choose from a variety of materials and glitter to make their reindeer and use their own imagination to make a unique piece of art work. Staff have yet to fully familiarise themselves with the new learning and development requirements so that they can further improve the provision and strive to provide an exceptional educational programme for children. However, they know children well and are able to meet their individual needs as they work from a starting point established through their own assessments and information from parents. This means they build on each child's learning so that they make good progress. Parents speak to staff each day

when they collect their children so that information about their progress is shared. They find out about the club and what their children will be doing when they attend the new parent's evening for the reception class.

Children of all ages enjoy sharing the toys and activities and work well together. Many children enjoy outdoor play and develop their physical skills well through their use of a wide range of equipment, such as scooters, balls, bikes and other wheeled toys. They use the school hall, the large field, playgrounds and the wooded area in the school grounds, with supervision. Children have exciting opportunities to explore nature and the environment and have the freedom to build dens and develop their imaginations to act out stories and make up plays outside. They compare sights and sounds by day and night, on walks with the manager, using torches. Several children work well together on a large jigsaw which they are able to roll up and continue later when they wish. They concentrate well on threading tiny beads to make patterns or make model aeroplanes from patterned paper with a member of staff. Children solve practical problems in making sure their aeroplane flies properly and that the tip is not damaged. The toys and resources are well set out so that all children are able to access them easily. Younger children ask staff or older children to get toys they want from the cupboard if they are unable to reach. The room is well divided into areas for reading, role play, creative work and other table top activities, so that children gain confidence and independence in their choices. They choose when they want to go outside as there are enough members of staff to supervise them in more than one area.

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

Children are settled and secure in the club as they have the opportunity to visit before they start. The club takes place in a classroom adjoining the reception class, so the children are already familiar with the room and most of the staff, who work as teaching assistants in the school. This makes transition easy for children. They are allocated a 'buddy' when they start. This is an older child who helps them to become familiar with the routines and activities so that they settle well. Children are always made aware of which member of staff they may go to if they have any concerns or need to discuss anything. Children are confident in asking staff for anything they need or asking for help in solving problems. They build up a trust in staff and have good relationships. Children enjoy the chance to socialise with their friends as well as children in other classes. They play and cooperate well together and behaviour is good. Children are polite when asking staff if they may have a particular toy from the cupboard and respond well if asked to do something. For example, a group of children become over boisterous so they are asked to choose a quieter activity in another part of the room so that another group may continue their reading quietly. There are clear boundaries set for behaviour and children respect the staff.

Healthy snacks are provided and children may access water at any time. Older ones help to prepare the snack and gain independence in using knives with care and supervision. Children's independence and social skills are given high priority and staff ensure that all children are included in games and activities and have equal opportunities. They

encourage children to be fair with each other and help to resolve any disputes. For example, they suggest children break the last breadstick in half so that they can share it. Children say they love attending the club as they enjoy all the activities and having fun with the other children.

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

Children are well safeguarded in the setting as staff have a good understanding of child protection and safeguarding issues. They all have safeguarding training and understand and implement the setting policies effectively. The main aspects of the safeguarding policy are shared with the school so staff report any concerns to the club manager who shares the information with the school's designated person. Children are supervised well by staff in all areas of the setting and the premises are kept secure. A register is taken at the beginning of each session and the adult collecting the child signs them out so that staff know who is present in the event of an emergency. Good accident and medical records are kept and all parental consents are in place. Effective recruitment and interview procedures ensure that new staff are suitable to work with children. Staff induction and reviews ensure that they understand the policies and procedures in the setting.

The manager and the headteacher monitor staff and the manager carries out regular appraisals and observations. They discuss teaching and planning and work well together to identify areas for improvement. Staff are well motivated and keen to access training about the new learning and development requirements. They sometimes share training at school staff meetings and are supported very well by the headteacher and the early years staff, some of whom they work with in the school. Staff evaluate their provision through regular discussion and work together to fill in their self-evaluation form. Parents are informed about the setting's activities, routines and policies through their handbook and daily discussions with staff. Their opinions are valued and they make very positive comments about the setting. There are very close links with the school and the setting also has meetings with another local after school club with whom they share ideas and best practice. Children with special educational needs and/or disabilities are supported well through working with parents and with their class teachers.

The Childcare Register

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

Unique reference number	591007
Local authority	Warwickshire
Inspection number	819457
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17

Total number of places	32
Number of children on roll	60
Name of provider	The Lias Club
Date of previous inspection	15/12/2011
Telephone number	01926 811400

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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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