

Little Leigh Before and After School Club

Little Leigh Primary School, Shutley Lane, Little Leigh, NORTHWICH, Cheshire, CW8 4RN

Inspection date

06/12/2012

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Caring and respectful relationships are formed between children of all ages and staff. Therefore, children are secure and confident and demonstrate a strong sense of belonging and a high self-esteem.
- Strong partnerships between staff at the club and the Reception Class teacher enable both settings to enhance learning opportunities for children.
- Staff plan and provide a range of activities in response to children's interests and skills. They provide a good balance between adult-led and child-initiated activities. This ensures that children are encouraged to engage in a variety of activities to promote their learning, while being able to make their own choices following their day at school.

It is not yet outstanding because

- Not all observations of children clearly evidence the skills that children have achieved. Therefore, evaluations of children's skills are not always accurate.
- The limited selection of accessible toys and resources within each learning area reduces opportunities for children to spontaneously extend and adapt their activities.

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 learning environment.
- The inspector held a meeting with the provider of the club and spoke to the manager and staff within the club.
- The inspector looked at children's observation, assessment records and planning documentation.
- The inspector examined a representative sampling of documentation including, staff suitability, the setting's self-evaluation records and policies.
- The inspector took account of the children's and parents' views through discussions, the provision's questionnaires and other documentation to ensure that the views of others are included.

Inspector

Barbara Wearing

Full Report

Information about the setting

Little Leigh Before and After School Club registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is one of four

settings owned by a private provider and operates from designated areas within Little Leigh primary school, in the village of Little Leigh near Northwich. A secure area is available for outdoor play.

The club employs three members of childcare staff. All of whom hold appropriate early years qualifications at level 3 or above, and one of whom has Early Years Professional Status and Qualified Teacher Status. The club opens Monday to Friday from 7.45am to 9am and from 3pm to 6pm during term time and from 7.45am to 6pm during school holidays, with the exception of all bank holidays and Christmas. There are currently 14 children attending, of these eight are under eight and of these four are within the early years age group.

What the setting needs to do to improve further

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

- provide a wider selection of resources within the learning areas to support children in extending and adapting their activities, play and learning
- continue to support staff in developing their skills in recording purposeful observations that clearly show evidence of the skills that children have developed.

Inspection judgements

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

Children eagerly access their favourite resources as they come into the club. Staff have a good understanding of the seven areas of learning and of children's interests. They plan activities and set out a range of resources that meet children's interests and promote all areas of learning. However, the selection of resources that are made freely accessible within each area is limited. This reduces opportunities for children to spontaneously extend or adapt their play and activities by choosing further resources. Nevertheless, staff regularly ask children what they would like to be provided at future sessions and ensure that these are made available to them.

Staff observe children closely and ask questions to support them in their learning. They regularly share information with the Reception Class teacher at the children's school and use their shared knowledge of the children to complement each other's provision. Therefore, children are supported in developing good skills for their future and their

transitions throughout school. Staff record observations of children and evaluate these to identify next steps in children's learning and track their progress towards the early learning goals. Most observations clearly show evidence of skills that children are achieving. However, others purely give a description of activities that children have engaged in, and therefore, assessments are not consistently accurate. Baseline assessments from school are used to inform starting points for children. 'All about me' sheets are completed by children and parents to enable the club to meet children's individual needs and interests and assist in their smooth transition to the club. Parents and staff routinely share information regarding children's learning and activities they have engaged in at home and the club.

Children chat confidently to staff and each other throughout the session. Staff show a genuine interest in what children have to say and ask questions to encourage and promote their language skills. Children use past, present and future tenses as they tell staff the role that they have in the school play. The sessions are organised to ensure that children have opportunities to engage in adult-led and child-initiated activities. Children choose to use games consoles and demonstrate a good understanding of how to use this technology. They give each other advice on how to play the games and celebrate each others' achievements. They develop small muscle skills and hand-eye coordination as they use hand held consoles and large muscle skills and coordination as they use sports based, interactive games. They ask staff to join them and staff take opportunities to extend their mathematical skills by asking them to calculate scores and work out how many more they need to score to win.

Adult-led activities are based around children's interests, requests and developing skills. Children make salt dough and the member of staff takes opportunities to promote their mathematical and literacy skills. For example, as she asks them to read the packaging to identify the ingredients. She asks two children to pour half a cup of water from a jug and uses language such as full and empty. Children cooperate well with each other. Younger children take turns to spoon in the flour as an older child reads the numbers on the scales and tells them when they have the correct quantity. They develop their creative skills as they use the salt dough to make Christmas tree decorations.

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

Children and staff build close and trusting relationships. Staff are very positive role models to children and relationships at all levels demonstrate the great care and respect they have for each other. Children are involved in writing the rules for the club and play happily within these. They spontaneously take turns with equipment and gently point out to staff if they notice that other children have had over the allotted time.

Staff have a high regard for children's safety at all times. They escort them to and from their classrooms before and after school. Risk assessments ensure that any hazards are identified and action is taken to reduce the risk of accidental injury.

Staff promote children's independence, self-help skills and understanding of healthy

lifestyles. They ensure children wash their hands before snack and children inform staff that they use hand wash to get rid of germs that could make them ill. Children have a wide choice of healthy snacks and are encouraged to help preparing their own snack. They spread their own butter and choose fillings for their sandwiches or toppings for their toast. They are supervised closely and supported in using a knife safely to cut their sandwich. During most of the year children enjoy daily opportunities to develop their physical skills in the secure outdoor play areas. During the dark evenings staff ensure that a suitable range of opportunities are provided indoors for children to engage in physical, active play.

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

Leadership and management of the club is strong. The provider gives high levels of support to the manager and staff. They attend appropriate training and have regular supervision and appraisals. This enables them to fulfil their roles and develop their skills. Staff, the provider and managers are highly motivated and share a strong commitment to the continued development of the club. The self-evaluation process incorporates the views of children, staff and parents. The provider regularly monitors children's planning, assessment and tracking sheets to ensure that gaps in children's learning or in provision are identified. She spends time within the club observing practice, role modelling and mentoring and evaluating sessions with staff. Therefore, she has an accurate knowledge of the club's strengths and has identified well-targeted areas for development within a clear action plan. She is aware that the quality of observations varies at times and is supporting staff in developing these skills. She has also negotiated a further storage area with school to enable her to provide a greater selection of resources.

Children are safeguarded well as they are cared for by staff who have undergone a rigorous recruitment, selection and induction process. They work with full regard to the club's policies and procedures that promote children's safety and welfare. All staff have a clear understanding of the arrangements for safeguarding children. They are clear of the signs and symptoms of abuse and of how and when to report concerns of abuse or neglect. They are fully aware of their responsibilities with regard to the whistle blowing policy and of the action they should take if they have concerns that appropriate procedures have not been followed by their manager.

Good relationships are fostered with parents who report that they appreciate the information that is shared between themselves, the club and the school. This includes information about the child's day and progress they are making. Parents also state that they are delighted with the warm and friendly atmosphere within the club and the broad range of activities offered for older and younger children.

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
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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	EY446343
Local authority	Cheshire West and Chester
Inspection number	804842
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	4 - 17
Total number of places	40
Number of children on roll	14
Name of provider	Susan Swain
Date of previous inspection	Not applicable
Telephone number	078003862055

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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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