

Ali's After School + Breakfast Club

Inglewood Infant School, School Road, CARLISLE, CA1 3LX

Inspection date	10/12/2012
Previous inspection date	10/11/2009

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

- Well established key person arrangements ensure children are happy and secure within the setting and are confident to seek support when needed.
- Children are encouraged to be independent in their learning and confidently take part in activities of their choosing.
- Children take the lead in their play and staff actively and effectively engage with children to extend their thinking and communication skills.
- The implementation of robust policies and procedures ensure that children feel safe and secure.
- The environment is well-organised and welcoming and children have a wide range of equipment and resources to freely access.

It is not yet outstanding because

- The resources to extend children's awareness of technology are limited and are not readily available for children to independently access.
- Continuous improvement plans are not yet sharply focussed to identify the outcomes 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 had a detailed tour around the setting.
- The inspector observed 1 child in the early years age range during indoor and outdoor play.
- The inspector held discussions with the manager of the after school club and with the staff of the setting.
- The inspector looked at a range of documentation including the policies and procedures, children's learning files and daily check sheets.
- The inspector delivered feedback to the manager of the after school club and three other staff from the setting.

Inspector

Charlotte Bowe

Full Report

Information about the setting

Ali's After School + Breakfast Club is run by a management committee and has been registered since November 2006 on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It operates from the dining hall, school assembly

hall, a classroom and playing field at Inglewood Infant School. The school is situated in Harraby in Carlisle, Cumbria. Children from this school and the neighbouring junior school may attend this provision.

The club currently takes children from three years up to the age of 11 years. There are currently 76 children on roll. Of these 11 are within the early years age range. The club supports children with special needs and/or disabilities. The provision is a member of 4children.

The setting is open each weekday, in term time, from 7.45am to 8.50am and from 3pm to 6pm. A holiday club operates each week day during school holidays from 8am to 6pm. The club employs nine staff, all of whom hold appropriate childcare qualifications. The manager holds a Foundation Degree in Early Years.

What the setting needs to do to improve further

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

- support children's awareness of technology by providing a range of equipment and resources for children to independently access
- ensure that continuous improvement plans are sharply focused to identify the outcomes for children from the improvements that are made.

Inspection judgements

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

Well-developed planning, observations and assessment systems of children ensure that they progress well towards the early learning goals across all seven areas of learning. Staff enable children to contribute to the planning by suggesting what activities they would like to take part in, this ensures children's interests are valued and they have an element of choice. Close liaison with the school through regular meetings with the teachers ensures children's assessments are shared and their next steps in learning are clearly identified.

Staff have a sound understanding of how to promote children's learning and development and are experienced when planning for children's next steps in learning, providing activities to promote further development. For example, through children singing 'five currant buns,' staff plan baking activities which link to children's interests; therefore children develop their knowledge and skills through challenging opportunities.

Children benefit from a language rich environment as staff interact effectively with children during activities. For example, staff encourage children to take the lead during their play outdoors and children communicate with adults as they play reindeer games, explaining what they have to do. Staff communicate extremely effectively with children and ask them what they have been involved in during their day at school. For example the staff ask children if they are involved in the school play and ask what part they are going to play, thus supporting children to develop their communication and thinking skills.

The strong partnerships with parents ensure that children's starting points are clearly identified from the 'all about me' records that are given to parents when children start the setting. Regular liaison with parents supports a shared approach to children's learning and parents views and ideas are valued as they contribute to children's next steps in accordance with the areas of learning.

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

Highly effective key person systems ensure that children's personal, social and emotional development is fostered well through secure and trusting relationships. Children are independent in their learning and confidently seek support where needed from staff who are extremely friendly and approachable. For example, children independently pour their own drinks at snack time and they confidently seek support from the staff where needed. Well-developed settling-in procedures ensure that children feel happy, safe and secure within the setting and the well established relationships with the teachers in school enable children's transitions to be smooth.

Children benefit from a stimulating, welcoming and relaxing environment where they access a wide range of age- appropriate resources. For example, children develop their early reading skills from the variety of books on offer and develop their awareness of number when playing on the number square and number snake outdoors. However, there are less opportunities for children to develop their awareness of technology as the resources to support children in developing these skills are not as readily available; therefore, children's progress in this area is slightly limited. The environment is organised well, enabling children to make choices about what they want to play with. For example, children choose to make masks from the range of creative materials available and build models using construction resources, this ensures that there are many opportunities for child-initiated play.

The staff are good role models within the setting and use a range of sensitive and age appropriate techniques to ensure that children develop an awareness of the rules and boundaries within the setting. Children listen attentively to instructions and respond appropriately. For example when playing outdoors staff encourage children not to play near the steps and children respond by moving away, gaining an awareness of keeping themselves safe. During activities staff encourage children to play cooperatively; as a result children show respect for each other by sharing and taking turns, demonstrating positive behaviour.

Children independently access a range of healthy snacks and develop their self-care skills as they spread jam on crackers, select fresh fruit and pour their own drinks at snack time. Children's physical development is extremely well supported as children have many opportunities to exercise and be outdoors in the fresh air. For example, children play parachute games in the hall and have access to skipping ropes, balls and hoops when outdoors. Therefore children develop healthy eating practices and adopt healthy lifestyles.

Safety is a high priority within the setting and features such as key code locks, regular fire drills, daily checks on equipment and resources and well developed register systems ensure that children are kept safe from harm. The implementation of robust policies and procedures which all staff are fully aware of ensure that children's safety and welfare is at the forefront of the setting, therefore enabling children to feel safe and secure with adults that they can trust.

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

Staff have a sound knowledge of the Early Years Foundation Stage and support children effectively in their progress towards the early learning goals, given their starting points. Learning files demonstrate that staff are thorough in their observations and assessments of children and their next steps in learning are clearly identified; therefore, children develop and learn well. The planning systems and continuous provision areas of the setting ensure that children have access to equipment and resources which cover all seven areas of learning. However, children's awareness of technology is slightly limited as resources to cover this area of learning are not as freely available for children to access independently.

Self-evaluation is well embedded and managers and leaders have clearly identified the strengths and areas to improve for the setting. The improvement plans are not yet sharply focussed to clearly identify the impact on the outcomes for children, however, parents and children are very involved in the evaluation process through detailed discussion and questionnaires. This therefore ensures that the setting is proactive in developing and enhancing the provision in order to raise the outcomes for children.

Staff are committed to improving their knowledge and skills and access a range of training opportunities to support this. For example staff have enrolled on an e-learning programme provided by the local authority and link into the out of school provision information provided by 4children to update their knowledge on the revised Early Years Foundation Stage. Regular appraisals ensure that staff are performing well and that individual training needs are identified and acted upon.

Safety is a key priority within the setting and staff have a thorough understanding of their roles and responsibilities when protecting children from harm. Detailed risk assessments ensure that children are kept safe when in the setting and when on outings and robust

systems for the recruitment of staff ensure that staff are suitable, enabling children to feel safe and secure with adults whom they can trust.

Partnerships with parents are strong as staff ensure that parents feel valued and involved in their child's learning on a regular basis; through effective daily communication, the 'all about me' records and the advice sought regarding children's interests in learning, means a shared approach to children's learning is well established.

Well established links with the school ensure that children are supported in their learning and that they benefit from transitions that are smooth and effective in meeting their individual needs, thus developing their confidence and independence skills.

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

Unique reference number	EY343639
Local authority	Cumbria
Inspection number	878256
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 17
Total number of places	32
Number of children on roll	76
Name of provider	Ali's After School + Breakfast Club
Date of previous inspection	10/11/2009
Telephone number	01228 558774

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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
Store St
Manchester
M1 2WD

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