

# Lydias After School Club (LASK)

Our Lady's RC Junior & Infant School, Henshaw Road, WELLINGBOROUGH, Northamptonshire, NN8 2BE

## Inspection date

Previous inspection date

02/01/2013

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

- Children are well motivated and eager to involve themselves in activities. They show good levels of independence, curiosity and imagination.
- Practitioners have a comprehensive understanding of how children learn through play. They make the most of opportunities to support and encourage children in their chosen activity.
- The premises are safe, well equipped and welcoming, providing children with easily accessible resources and toys that promote their learning and challenge them.

### It is not yet outstanding because

- Outdoor opportunities to support children's understanding of the world and their wish to engage in imaginative play are limited in the winter months.
- Children are not yet fully appreciative of the importance of a healthy diet in relation to good health.

## 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 was shown round the premises.
- The inspector made observations throughout the inspection covering all aspects of the setting.
- Observations and discussions took place with the manager and with other practitioners.
- The inspector looked at a sample range of documentation including children's records, policies, procedures and risk assessments.

## Inspector

Anne Archer

## Full Report

### Information about the setting

Lydias After School Club (LASK) was registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register in 2012. It operates from the Rainbow room and the school hall at Our Lady's RC Junior School in Wellingborough, Northamptonshire. The club is privately owned and managed. It mainly serves Our Lady's RC Junior and Infant schools, although children from other schools may attend the holiday

club. The club is accessible to all children and there is an enclosed area available for outdoor play.

The club opens Monday to Friday from 3.15pm to 5.50pm during school term times for the after school club and from 8.30am until 5.30pm during the school holidays. Children attend for a variety of sessions. There are 104 children on roll, including three in the early years age group. The club supports children with special needs and/or disabilities and children who speak English as an additional language.

The club is managed by the owner and four experienced members of childcare staff are employed. Of these, three hold appropriate early years qualifications at level 3 and one member of staff is working towards a qualification. The club receives support from the local authority.

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

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

- provide year round opportunities in the outdoor environment to support children's understanding of the world and their wish to engage in imaginative play
- consider further ways to help children to understand the links between adopting healthy eating patterns and maintaining their good health.

### **Inspection judgements**

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

Children engage in activities with enthusiasm, ably supported by practitioners who have a good understanding of how to maintain their concentration levels. This is achieved through relevant questioning and by introducing different resources to an activity. For example, when a child finds a worm under a cone while setting up the area for a game of hockey, several children engage with the practitioner in a discussion about the habitat and eating habits of worms. The impromptu discussion resulted in a child carefully picking up the worms, several more had been found subsequently, and moving them onto the grass. The children's understanding of other living creatures was increased and the episode enriched their experience of outdoor play. Unfortunately, in the winter months, planned outdoor activities relate only to physical play which may not suit some children's learning styles.

Children's starting points on entry are assessed by their key person working closely with

parents. Next steps are agreed and planning for and monitoring of early years children's learning is included in the club's daily activity plans. A record is kept of their progress along with correspondence from and to their reception teacher, who is their main provider of early years education. Evidence demonstrates that partnerships are well supported, particularly for those children with special educational needs.

The well-resourced learning environment and practitioners secure knowledge of children's needs, help to ensure there are many opportunities for children's learning to be supported and extended. Practitioners are skilful at challenging children's thinking to get the most from adult-led and child-initiated activities. For example, during a circus skills workshop, those children who found it difficult to spin the plates were encouraged to keep trying and enthusiastically praised when they achieved their goal.

Children have an area for quiet play and for reading. They play board games and either read a book they have brought from home or select one from those available. Groups of children play together with the older children ensuring that their younger friends are able to join in if they want to. Children who enjoy playing with small world toys are able to do so at any time and practitioners fetch more resources from the storage area under the stage to extend their play.

Children develop expertise in expressive arts as they design a 2013 calendar either to use themselves or to give to a friend or relative as a present. They use tools to manipulate the play dough and talk about the panelling effect they achieve as they mix the orange and green dough together. They also try to identify the aromatherapy oil that has been added - vanilla.

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

Practitioners are working hard to make sure that children feel welcome. They support children's friendship groups while also encouraging them to include new children into their games. This enables children to make secure emotional attachments which supports their settling-in. Practitioners obtain information from parents about children's health and dietary needs and about any additional support they may need. Most of the children attending the club also attend either the infant or junior school on site. This means that all children will know at least one member of staff when they start which supports the younger children's transition to the junior school.

Children show a strong sense of belonging and display good levels of confidence and self-esteem. Where siblings of different ages attend, the older child keeps an eye on the younger child and includes them in their play when the younger child wants to be included. Children learn to co-operate and negotiate with their friends and are extremely helpful when practitioners engage them in activities, such as, making space before lunch so that tables can be set up.

Children have many opportunities throughout the day to engage in physical activities outdoors. In less clement weather they go out for short periods to play football, hockey or running games. In good weather, children have opportunities to be involved in a wider variety of activities outside, although this is not the case in the winter months. Early years children are often supported when getting ready to play outdoors, by older children offering to do up a zip or tie a shoe lace.

Children know about the importance of adopting healthy practices, such as, washing their hands at appropriate times and usually doing so without being reminded. However, despite practitioners talking to children about healthy eating, children are less clear about the link between sensible eating and maintaining their good health. Many children prefer to fetch a packet of crisps or a chocolate biscuit from their lunch box to have as a snack, instead of choosing a piece of fruit from the selection available in the fruit bowl. The club provides a filling healthy snack, which may be hot in winter, for the children who attend the after school club so this is not an issue during term time.

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

The owner of the club has high aspirations for quality. The club opened at the beginning of the Autumn term and already an evaluation process has been established to support improvement. Practitioners attend local authority training to refresh and update their knowledge and understanding of, for example, the revised Statutory Framework for the Early Years Foundation Stage, and Safeguarding and Food Hygiene and they are compiling a list of desirable resources which includes ideas from the children.

Children's learning is monitored effectively ensuring that any issues are discussed with parents and their class teacher, if appropriate. Robust recruitment practices ensure there is a strong, motivated staff team who work together extremely well. Performance management through staff meetings, observations by the manager of staff practices and appraisals ensure that strengths and good practice are shared and areas for development are worked on.

Children's safety is a priority for everyone working at the club. Risk assessments are conducted and reviewed on all aspects of the provision, before children are taken on outings and when visitors are invited in to work with the children, such as, the circus skills workshop. Daily health and safety checks are also carried out before the children arrive for each session to ensure that everything remains safe.

Safeguarding and roles and responsibilities relating to it, are fully understood by all practitioners. They are familiar with the club's policies and procedures including the recently introduced one relating to the use of mobile phones and cameras which has been introduced to further protect 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
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>	EY451061
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	808731
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	104
<b>Name of provider</b>	Lydia Elizabeth Claire Guclu
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07597 590878

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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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