

Lantern Lane Kids' Club

Lantern Lane Primary School, Lantern Lane, East Leake, LOUGHBOROUGH, Leicestershire, LE12 6QN

Inspection date

12/12/2012

Previous inspection date

06/01/2012

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend 4

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- Children are not kept safe and secure during arrival and collection and key policies and procedures lack essential detail or are unavailable.
- The manager demonstrates a poor understanding of the areas of learning, observation and assessment, resulting in weak practice that does not meet the needs of the range of children that attend.
- Staff do not fully understand their roles and responsibilities because arrangements for their induction, appraisal and supervision are not in place.
- Children's individual needs are not consistently met as arrangements for sharing information with parents are not effective.
- The ineffective use of staff and resources means that children have limited opportunities to develop their independence.
- Weaknesses within the setting have not been identified because methods for reviewing and monitoring practice are ineffective.

It has the following strengths

- Children are happy in the setting because they have secure attachments with the staff and are familiar with the environment and routine.
- Children, generally, behave well because the staff give them clear guidance about what is acceptable behaviour.

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 spoke with the manager, staff and children at appropriate times during the inspection. The inspector held meetings with the manager of the provision
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector looked at available evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.

Inspector

Claire Jenner

Full Report

Information about the setting

The Lantern Lane Kids club was registered in 2003. It operates from Lantern Lane Primary School in East Leake, in Nottinghamshire. The out of school club is privately owned and managed and serves the school and adjoining nursery. The out of school club is accessible to all children and they have access to the school grounds for outdoor play.

The club opens Monday to Friday during school term times, sessions are from 7.30am until 8.40am and 3.15pm until 6pm. Children attend for a variety of sessions. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently four children attending, who are within the early years age range.

The club employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and two have level 2.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the premises are safe and secure for children; with specific regard to the arrangements for their safe arrival and collection
- ensure the policies and procedures to safeguard children are up to date and in line with relevant Local Safeguarding Children's Board procedures
- increase understanding of the Statutory Framework for the Early Years Foundation Stage to ensure that children learn, develop and are kept healthy and safe
- implement effective performance management and staff appraisals to offer support and coaching and to identify training needs for individual staff members
- help parents to consistently share what they know about their child in relation to their care, welfare and learning needs and use this information to ensure that all children are effectively supported
- implement an effective assessment system that helps practitioners to understand children's level of achievement, interests and learning styles, and use this to plan and shape learning experiences for each child.

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

- refine the operational plans, in order to ensure that resources are used effectively, in order to consistently meet the needs of individual children paying particular regard to the beginning of each session.
- implement processes for self-evaluation, in order to identify areas for development, put in place an action plan for improvement and seek the views of parents and children

Inspection judgements

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

The manager and staff have a poor understanding of the learning and development requirements. As a result, children are not provided with a suitable range of interesting activities that have sufficient depth and breadth. Planning is not effective in matching play and learning opportunities to individual children's needs. Consequently, some children lack enthusiasm and interest in their play and learning. For example, the selection of jigsaw puzzles were too complex for younger children and no alternative were offered. Consequently, they were unable to complete the task and quickly became frustrated. The key person system supports appropriate relationships between staff and children. However, it is not effective in ensuring that appropriate observation and assessments are completed, in order to identify children's next steps. In addition, parents are not effectively helped to share what they know about their child and partnerships with other providers are inconsistent. This means that staff are unaware of children's individual needs and therefore, are unable to offer appropriate support.

Children are happy to approach staff and are confident and self-assured in the environment. They have some choices of what they wish to play with from the selection of resources and equipment available to them and form small groups at the different activities. Older children talk between themselves as they play board games or cards and on occasion are joined by a member of staff. Younger children move from activity to activity. They dress-up in a range of outfits and build towers with bricks. An art and craft table provides children with some opportunities to be creative and they have access to a selection of materials, including, glue, glitter, scissors and card. A young child sits with their older sibling at the table. One chooses to make a Christmas card while the other decides to make a kite. A member of staff sits at the table with the children but her engagement is minimal. Therefore, she misses the opportunity to extend their learning as she does not actively talk with the children or ask questions to extend their thinking. However, she does offer practical support and helps the children to use the equipment appropriately.

Children's communication and language and literacy skills are not consistently promoted. For example, a member of staff successfully engages a young child in a picture and word matching game. They sound out the name of the animal together and she uses open-ended questions to encourage the child to think and solve problems. For example, the child confidently identifies the differences between the elephant and the bee. However, further opportunities that promote children's development in this area of learning are not available. For example, there were no accessible books for children and materials for making marks were minimal and unimaginatively presented.

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

Children's health and well-being are not effectively promoted as the manager and staff are not vigilant about safety issues. Systems to ensure the safe arrival and collection of children are not in place and as a result, unknown adults can enter the room without staff's knowledge. This compromises children's safety. Children are provided with a

selection of snacks, which are prepared on the premises. However, choice is often limited. Children are not provided with the option or the opportunity to prepare their own snack, in order to promote their independence and self-help skills. For example, the children have a choice of either jam or ham on their bread but a member of staff prepares the sandwiches while another member of staff serves the sandwiches.

Children have access to the school playing fields for outdoor play, however, this is not regular and is often weather dependent. The setting has access to an adequate range of resources. However, the ineffective deployment of staff and time management means that these are poorly and unimaginatively presented on either tables and mats. For example, construction toys are mixed and placed in a pile on the floor mat and nowhere is identified as a space for children to sit quietly and relax. In addition, little thought is given to the storage of children's clothes and bags, which accumulate in piles around the room. This means that children can often not find their personal belongings when it is time for them to go home. Time allotted for the preparation of the play space prior to the children arriving is not used to its best advantage, which means that children have to sit and wait while the resources are collected from another room.

Children have developed close relationships with staff and they are confident in their company. They refer to staff by name and are secure in asking for help. Children behave well and are encouraged and appropriately supported by staff. They are encouraged to be kind to one another and take turns and older and younger children play cooperatively together during group games. Any minor disputes are addressed quickly and often by the children themselves. For example, children successfully negotiated the rules for the game of cards they are playing.

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

The leadership and management are inadequate. The safeguarding and welfare requirements of the Early Years Foundation Stage are not clearly understood by the manager. Policies and procedures, such as safeguarding and risk assessments lack essential detail, are unclear and are not fully understood by staff. This compromises the safety of children of all ages cared for. Effective systems for the safe recruitment and vetting of staff are not in place and records detailing the necessary information are not available. In addition, systems to monitor staff performance are not sufficiently robust, resulting in inconsistent practice and poor identification of specific training needs. This means that management structures are not effective in promoting children's safety or supporting staff to meet children's individual needs.

Self-evaluation is weak and has too little impact on children's learning and care. Also the views of parents and children are not sought in helping to drive improvement. Actions and recommendations at the last inspection have not been satisfactorily addressed and there are no identified plans for future development. The manager is not sufficiently ambitious about improving the provision and practice as she has not kept herself updated with changes in legislation and guidance. In addition, staff are not encouraged or motivated to

improve their knowledge or understanding.

Parents talk positively about the welcoming staff group and the flexible service that they receive. Arrangements for sharing information with parents are in place. However, records detailing relevant information regarding individual children are not readily accessible and inconsistencies in how information is sought means that some relevant details to help staff meet children's individual needs are not shared.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Not Met (with actions)
The requirements for the voluntary part of the Childcare Register are	Not Met (with actions)

To meet the requirements of the Childcare Register the provider must:

- implement effective systems to ensure that the registered person and any person caring for is suitable (Suitability of persons to care for, or be in regular contact with children) (both parts of the Childcare Register)
- ensure that the premises used for the childcare are safe and suitable for that childcare (Suitability and safety of Premises and Equipment) (both parts of the Childcare Register)
- take action as specified above (Suitability of persons to care for, or be in regular contact with children and Suitability and safety of premises and equipment).

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	EY260535
Local authority	Nottinghamshire
Inspection number	774141
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	24
Name of provider	Sonya Ann Elliott
Date of previous inspection	06/01/2012
Telephone number	0777 8019300

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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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