

Alpha and Omega Club at Gawthorpe Community Primary School

Gawthorpe Primary School, High Street, OSSETT, West Yorkshire, WF5 9QP

Inspection date	07/02/2013
Previous inspection date	13/12/2010

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

- Children are provided with a wide range of resources that help them to make choices and ensure that they are able to follow their interests.
- Children are offered appropriate support that takes account of their skills and helps them to make progress across all areas of development, due to differentiation in planning.
- Children's safety is assured because arrangements for safeguarding are strong and well embedded in all aspects of the provision.
- Established partnerships with parents and other professionals ensure appropriate interventions are secured and all children receive the support they need.

It is not yet outstanding because

- On occasions, resources are monopolised by older children and because of this, the youngest children are not always able to fully enjoy their chosen activities.
- In some instances, the evaluation of practice is not rigorous enough to ensure the drive for continuous improvement is fully promoted across all areas of the provision.

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 in the outdoor area.
- The inspector asked the staff questions at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation form.

Inspector

Nicola Dickinson

Full Report

Information about the setting

The Alpha and Omega Club was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Gawthorpe Community Academy in the Ossett area of Wakefield and is managed by Trinity Childcare. The out of school club serves the local area and is accessible to all children. It is currently operating from one large room and there is a fully enclosed area available for outdoor

play.

The out of school club employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above. The club opens Monday to Friday all year round. Sessions are from 7.45am until 9.15am and 3.15pm to 6pm during term time. Children attend for a variety of sessions.

There are currently 36 children on roll and four are in the early years age group. The club supports a number of children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- extend monitoring of the way in which groups of children use resources to ensure that all children are able to participate and fully enjoy their chosen activities
- enhance the evaluation of practice to ensure the implementation of action plans is consistently monitored, therefore, fully promoting the continuous drive for improvement across all areas of the provision.

Inspection judgements

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

Staff in the club have a good understanding of the Early Years Foundation Stage and they provide a wide range of age-appropriate activities that support the learning children experience in school. Children's acquisition of language is supported well through regular conversations with members of staff and group discussions during activities and snack time. The staff team work well together, sharing information from school and parents, to provide a service that meets the individual needs of all the children, who attend. Children demonstrate that they feel secure when making choices from the activities and resources provided, for example, craft beads and construction materials.

Children are involved in planning and they choose resources and activities that reflect their interests. Ideas are shared through group conversation and children make use of a 'planning board' where they can write down their suggestions. Differentiation in planning ensures that less able children are given good levels of support that also promote their independence. For example, giving children help to make models in craft activities. Children enjoy building paper aeroplanes and staff use opportunities to prompt and

question them. This helps them to explore their own ideas and extends their learning. For example, what do real planes need to make them fly?

Staff have a thorough knowledge of how children learn and observations help them to understand where they are in their development and how to help to move them forward in their learning. Staff take account of each child's individual interests and this ensures that they are provided with challenging experiences that they enjoy, such as team games in the outdoor area. Feedback about children's progress is shared with parents on a daily basis.

Children are learning to negotiate, share and take turns, for example, sharing the toy castle and including others in their play. Age-appropriate explanations help children to understand that some children with special needs and/or disabilities have different requirements or, behave differently, to them. As a result, they are learning to co-operate and to tolerate each other's differences. Teaching them to work with others in this way supports the development of their peer relationships and helps to increase their confidence and self-esteem. Children's understanding of equality and diversity is promoted through focused activities that reflect their topics in school. For example, they enjoy making dragons for Chinese New Year and join in celebrations, such as the Queen's Jubilee.

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

Children in the club appear to be happy and settled. They enjoy strong attachments with chosen adults and they seek them out for support. Children are confident around visitors and are eager to talk about their friends, siblings and activities. Staff are very good role models, prompting children to say 'please' and 'thank you'. Their successful teaching is demonstrated when children prompt each other to use their manners. Children are developing good peer relationships within their group, demonstrating behaviour, which is kind. Often older children will offer their assistance to younger children, for example, helping them to write. Children are generally well behaved because explanations appropriate to their stage of development support their growing understanding of right and wrong. Unwanted behaviour is challenged and this helps children to recognise why some kinds of behaviour are not acceptable. There are occasions when resources that younger children prefer to play with are monopolised by older children, such as taking over the building of and playing with the train set and this sometimes spoils their enjoyment of chosen activities.

Children enjoy time outside during their school day. They are able to decide whether they want to participate in outdoor play in all weathers during their time in the club. When they do, they develop physical skills, while learning how their bodies benefit from healthy exercise. For example, they enjoy play on the climbing wall and large equipment in the 'Maypole Gardens'. A varied selection of resources, such as, rackets and balls, skipping ropes and hoops ensure that all children are able to participate to the best of their ability. Staff talk to children about drinking plenty of water and eating fresh fruit and balanced meals. Because they are involved in planning for snack time, they make choices about the foods they eat. This encourages children's understanding about leading a healthy lifestyle.

Children learn personal hygiene through practical routines. Teaching about how to keep themselves safe is effective and all children understand the procedures that are implemented to ensure their safety, such as the use of mobile telephones and electronic equipment.

Children are supported well during transition from home or school into the club because staff obtain information from parents and teachers about children's routines, individual care needs and their likes and dislikes. This ensures that they experience some continuity in their care.

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

The staff team show a thorough understanding of child protection issues and children's safety is given the highest priority across all areas of the provision. For example, parents must ring to enter the building once the school has finished and the outdoor area is well supervised at all times. The manager has completed safeguarding training to develop her knowledge of how to keep children safe. She ensures that the environment is safe and suitable for children. She follows detailed risk assessments and procedures to safeguard children when in the club. She holds a current first aid certificate, which means that she can give appropriate treatment if there is an accident to a child in the club's care.

Entry into the out of school club is through the main school building and here detailed records are maintained of all visitors. A register of the children's attendance, including when they arrive and leave, is in place. The manager supports parents' understanding of the club's practice by providing them with copies of the policies and procedures, so that they are clear about the service they provide. Procedures regarding the use of mobile telephones, cameras and electronic equipment by older children, who attend the club are also implemented.

The manager has a good understanding of the learning and development requirements and effectively supports her staff in monitoring how these are implemented. Children are involved in the planning of all of the club's activities, which means that planning is flexible and takes account of their interests, next steps and preferences for learning. Established partnerships with the school and parents ensure that children with special needs and/or disabilities are given appropriate levels of support to help them to make good progress towards the early learning goals.

The club seeks the views of parents and children through daily discussions, regular questionnaires and a 'planning board'. They respond positively to any suggestions, enabling parents and children to be involved in the ongoing evaluation of their provision. Examples of improvement in their practice, include offering more choice of food at snack time and increasing the variety of resources they have for outdoor play. There is ongoing monitoring of staff and guidance, which develops further understanding of Early Years Foundation Stage. The manager supports staff, who want to further their learning through training. With the help of the area team and staff, the manager is evaluating their practice and is aware of their strengths and has highlighted some areas of weakness in their

practice. Action has been taken and plans have been put in place to address any identified weakness. Although, action is taken and overall, plans are implemented and monitored effectively to ensure improvement is continuous, the use of the 'All about me' books has not been monitored robustly enough to ensure that they are being utilised effectively in improving the provision for children. The impact on children is minimal because they are actively involved in contributing to the improvement of the provision but it means that monitoring of practice is not as rigorous in some areas as it could be to ensure that improvement is fully promoted in all areas.

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	EY408909
Local authority	Wakefield
Inspection number	875377
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	36
Name of provider	The Committee of Trinity Childcare
Date of previous inspection	13/12/2010
Telephone number	01924302975

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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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