

Lorton After School Club

Lorton School, High Lorton, Cockermouth, Cumbria, CA13 9UL

Inspection date	05/03/2013
Previous inspection date	27/02/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children benefit from daily access to the outdoors, which supports their physical development well and provides them with good opportunities to learn outdoors.
- Children enjoy attending the out of school club and play happily with their peers. They feel secure being cared for by staff, who know them well.
- Partnership with parents and the school are sound and contribute appropriately to providing continuity and consistency of care for children.

It is not yet good because

- There is not an area set up to provide comfort and reassurance for children, who wish to relax or play quietly. This means that children's well-being is not fully met.
- Arrangements for management to monitor staff and review daily practice are not yet fully in place to ensure the interests of all children are met.
- Opportunities to maximise children's creative development are sometimes missed as the focus of activities is the product not the process and children are unable to freely explore.
- There is scope to improve the organisation and the range of books available for children to enjoy and read independently.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 children indoors and outside, as they joined in with planned and child-initiated activities.
- The inspector discussed policies, organisation procedures and staffing with a member of the management committee and staff.
- The inspector spoke with the staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Alison Gash

Full Report

Information about the setting

Lorton After School Club was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated at Lorton Primary School, in the village of Lorton near Cockermouth, Cumbria. It is managed by a voluntary management committee. The setting provides an after school club for children from Lorton and the surrounding area. It operates from the pavilion adjacent to the main school building and there is a fully enclosed area available for outdoor play. The club employs two members of childcare staff, who hold appropriate early years qualifications at level 3.

The club opens Monday to Thursday during term time only. Sessions are from 3pm until 5pm. Children attend for a variety of sessions. There are currently 20 children on roll, three of whom are in the early years age group.

What the setting needs to do to improve further

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

- provide a suitable space for children, who wish to relax or play quietly, equipped with appropriate furniture.

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

- improve the arrangements for monitoring staff and practice to ensure the consistent quality of provision for all children
- extend children's creative development by encouraging them to try new activities and provide opportunities for them to fully explore materials and resources
- review the organisation and the range of books in the environment to further promote children's enjoyment of books and development of their reading skills.

Inspection judgements

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

Children enjoy attending the club and arrive happily after their day at school. Staff create a warm and relaxing atmosphere and this has a positive impact on children's social skills. Children are familiar with the daily routine and know to put their belongings away before

they play with their friends. Weekly planning by staff ensures that children have access to a suitable range of activities, which satisfactorily support their learning and development across the seven areas of learning. Children make appropriate progress towards the early learning goals because the staff have a satisfactory knowledge of the learning requirements of the revised Early Years Foundation Stage and understand how to support children's development. For example, children, who express an interest in colouring in are provided with pictures of their superheroes to develop their fine motor skills.

A key-person approach is embedded and this means that staff develop positive relationships with children and their parents to satisfactorily support their individual learning and development. Staff conduct regular observations and assessment of children in their play, which ensures that the next steps in their individual learning and development are effectively identified. Children's interests and achievements are recorded in their Early Years Foundation Stage folders and these are shared with parents. Through daily conversations, sharing of information and regular newsletters, parents are kept informed about their children's progress and the setting's activities. Children's continuity of learning is further promoted because staff work with the host school to plan activities that complement and extend children's experiences. For example, children attending the club enjoyed extending their learning about African music when they played with the African drums.

Children have daily access to an extensive outdoor area and this supports those, who like to learn outside. They are active learners and display enthusiasm when digging and planting vegetables in the poly-tunnel. Although, children are offered a range of stimulating experiences, sometimes adult-led activities, such as making a greeting card, have a greater focus on the product and not the process. This means that opportunities for children to develop their creativity and to learn by trial and error are missed. Children are confident communicators and staff support children to develop their communication skills appropriately through daily talk and by asking suitable questions and making suggestions. To encourage children's reading, adults share books and stories. Although, some books are available in the setting, they are not easily accessible, which means that opportunities for children to browse and read books independently are, therefore, limited. Children are provided with many opportunities to develop their physical skills. For example, children thoroughly enjoy a weekly 'Zumba' session, which helps their acquisition of rhythm, balance and coordination. During regular cooking sessions, children learn about measurement and number, which supports their mathematical development.

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

Children's personal, social and emotional development is fostered well. An established key person approach ensures that children are well supported and they feel safe and secure. Although, some children are new to the setting, they settle quickly because staff effectively support and reassure them to develop a sense of belonging to the club. Consequently, children are happy in their play and develop positive relationships with staff and their peers.

Children's behaviour is managed well because staff are positive role models and they are

consistent in their expectations of their behaviour. For example, children are encouraged to look after their own belongings and hang up their coats. As a result, children play well together and display respect towards each other and their belongings. Through regular routines, such as washing their hands before eating snack, children develop their understanding of the importance of healthy practices. Staff promote children's self-help skills and encourage them to be independent. For example, children learn to butter their own bread at the snack table.

Children's physical development is well fostered as the club has access to an activity room and extensive outside play areas within the school grounds. They are provided with plenty of fresh air as adults encourage them to play outside daily where they enjoy their favourite games using a range of equipment, such as, balls, bats and stilts. Children learn to play safely with suitable advice from staff, taking turns and taking care to avoid collisions. Their safety is given a high priority as staff are vigilant and ensure that at all times, the environment is safe through efficient monitoring and regular risk assessment. To support their learning, children have access to a range of resources, which are age-appropriate and meet their needs and interests. However, for children, who wish to relax or play quietly, suitable space and furniture is not available. This does not meet the welfare requirements and as a result, children's well-being is not fully supported.

At the start of the session, staff collect children individually from the reception classroom, ensuring that transitions are smooth and information about their welfare is effectively shared.

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

Since the last inspection, two new members of staff have been appointed, both of whom hold early years qualifications. Staff and management have a suitable understanding of their key roles and responsibilities in meeting the learning and welfare requirements of the revised Early Years Foundation Stage. A comprehensive range of policies and procedures are in place, which are available to parents to inform them of the service provided. Recommendations from the last inspection have been addressed, demonstrating management's positive drive for continually developing the provision. A well-considered action plan has been created to ensure the continued sustainability of the after school club, detailing realistic goals for improvement. For example, management have introduced a range of strategies to raise the profile of the provision to ensure that new parents at the school and in the local vicinity are aware of the services offered by the after school club. These include publishing a newsletter and inviting parents to join their children in the gardening club. Management understand their role in monitoring staff performance. However, the procedures to monitor staff and daily practice are not yet fully secure to consistently inform management about the quality of daily provision. Staff have updated essential training, such as first aid, and in meeting the needs of children, they are planning training to further support their practice.

Arrangements for safeguarding children within the provision are established and work effectively in practice. For example, all visitors are checked and secure procedures are in

place for the collection of children. Staff have completed safeguarding training and the safeguarding policy has recently been reviewed to include the use of mobile telephones and cameras. To ensure that children are kept safe, management have improved risk assessments and emergency evacuation practices.

Sound partnerships are in place with parents and the host school club, which promotes continuity of children's learning and well-being. Parents' views are collected through a questionnaire that is completed once a year. They are warmly welcomed into the setting and feedback at the time of the inspection was extremely positive. Parents' views are positive and reflect their appreciation and satisfaction of the care children receive. They particularly enjoy opportunities to look at the photographs of their children and reading their comments in the after school club feedback folder.

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 action. 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	EY320592
Local authority	Cumbria
Inspection number	878073
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	20
Name of provider	Lorton After School Club
Date of previous inspection	27/02/2012
Telephone number	07851 070 041

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

