

# Strike Lane Care Club

Strike Lane Primary School, Strike Lane, Freckleton, Preston, Lancashire, PR4 1HR

<b>Inspection date</b>	13/03/2013
Previous inspection date	15/03/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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		1
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

- Practitioners are good, positive role models and care for children in a nurturing and supportive environment where they are well behaved and happy.
- There are exceptionally strong links to the host school that ensures continuity of support for all children's well-being and learning and development by experienced staff with high expectations to ensure children progress.
- The play based environment provides children with opportunities to develop their own games and activities, promoting independence and confidence.

### It is not yet outstanding because

- Books are accessible but not effectively displayed in a quiet area to accommodate children, who may wish to read.
- There is limited opportunity for all staff to access supervisory support, in order to discuss aspects of the club and evaluate their own performance and future professional development.

## 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 viewed areas of the setting used for children.
- The inspector looked at a variety of documentation, including policies, children's learning journals and staff records.
- The inspector observed the children enjoying activities in the playroom and outdoors.
- The inspector spoke to parents, children, club staff and the school's head teacher and deputy head teacher.

## Inspector

Joanne Jump

## Full Report

### Information about the setting

Strike Lane Care Club opened in 2004 and operates from Strike Lane Primary School Children's Centre in Preston. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is operated by a committee and serves children, who attend the school.

The club is open each school day, term time only, before school from 7.40am until 8.50am and after school from 3.25pm until 5.45pm. Children are cared for in the community room of the children's centre, including a small interview room and the school hall. A kitchen area within the community room provides for the club's needs. Children have direct access to a designated outdoor play area, as well as the school playground and playing field.

There are currently 60 children on roll, of whom three are in the early years age group. The setting supports children with special needs and/or disabilities. There are four staff members employed to work with the children, three of which hold appropriate childcare qualifications.

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

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

- create an attractive book area where children and adults can relax and enjoy reading together
  
- develop appropriate arrangements for supervision of staff to provide opportunities to share concerns and contribute to their own professional development.

## Inspection judgements

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

Children enter the club after school with enthusiasm and eager to play. The club has a relaxed atmosphere and welcoming environment, where children can initiate their own play using a broad range of resources, which supports development in school across all areas of learning. Children plan their own activities in this play based provision and by doing so are able to make choices, be imaginative and explore. Through developing their own games, such as building dens with blankets, children learn to share and take turns, enhancing their personal, social and emotional development.

Children speak to the staff and each other with confidence. Language development is

supported as they play, through sharing ideas, thoughts and opinions, for example, when working together on a wall display or constructing the train track. Writing materials are readily available and further enhance children's literacy. A range of fiction and non-fiction books are accessible. However, these are not effectively displayed in a quiet area to encourage children to practise reading or relax with a book on their own or with a staff member.

The main playroom has direct access to an enclosed outdoor area and children actively access this. The outdoor area offers opportunity to engage in a range of activity that promotes physical development, such as, riding bikes, rolling large tyres and using fine sand to draw large patterns or write words. Children engage in imaginative role play using props, for example, builder's jackets, hard hats, cones, wheelbarrow and tools. They are engrossed in their play as they recreate their experiences of adult roles and gain an understanding of people and communities.

Staff display a very good knowledge of individual children's needs and interests and have high expectations, as they positively support them in achieving their goals. They liaise with class teachers and are able to extend children's learning by organising play activities that support their development. Staff understand the needs of all the children very well and they work together with school to support children with special needs and/or disabilities. The key person system for the children within the early years age range ensures that planning age-appropriate activities and recording developmental progress termly, is consistent and accurate. Records show that good progress is being made towards the early learning goals and these are shared with the class teacher and parents. Partnerships with parents is good and they share two-way information daily when dropping off or picking up their children. A basic enrolment form is completed by parents when children start the club to gather some information. This is supported by good liaison with teachers of the children to know their starting points. Learning journals show photographs of children engaged in activities and comments and observations link to the Early Years Foundation Stage.

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

Children's well-being is given high priority at the club, as staff are highly skilled and sensitive to their feelings. They develop exceptionally strong and positive relationships and this helps children to feel safe and secure in their care. Children express their thoughts about the club by stating that; 'it's a good place to relax after the school day' and 'you can talk to any of the ladies here if you are feel sad, they all help you'.

Children's well-being is given upmost priority. Effective verbal communication through daily contact with parents and the strong links with school, enable staff to support children's transitions exceptionally well. Resources are shared across the organisations to ensure that the club provides new and interesting activities that challenge children's thinking, skills and abilities. Staff ensure that the enjoyment and safety of the children is given high priority, as they skilfully observe and monitor their play while allowing them to make their own decisions and choices. In doing so, children are able to develop

relationships, manage their behaviour and build their confidence.

Children are self-assured and extremely comfortable in their surroundings. Their personal, social and emotional skills develop as they play happily together and form strong friendships across all age groups. Club rules developed by the children, provide clear boundaries and reinforce their impeccable behaviour. Parents' comment on their children attending more sessions because 'they enjoy the club so much'. They praise the club for their commitment to helping children develop to the best of their ability.

Children thoroughly enjoy snack time as they sit together and socialise while eating and drinking. Healthy lifestyles are promoted through a range of tasty snacks, such as, fruit, toast, yoghurts and sandwiches, that the children are encouraged to make themselves. A colourful and informative display supports healthy eating by identifying a range of healthy foods. Direct access to the outdoors is used very effectively, providing children with fresh air and the opportunity to take part in physical activity on a daily basis. Children are confident in managing their own needs and access the facilities independently.

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

Staff at the club have a good understanding of how to keep children safe from harm. Risk assessments of the premises and resources are implemented and policies and procedures are embedded in practice. Staff are clear on child protection procedures and whom to report any concerns to, consequently, children are safe and protected while attending the club. The management team demonstrate a strong commitment to the development of the club and half termly committee meetings support this development. Recommendations from the previous inspection have been comprehensively addressed. Successful evaluation of practice and the club's needs, clearly identify any areas for further improvement and actions to address these are put in place to good effect. The developmental progress of children in the early years age range is recorded and monitored and liaison with class teachers ensure a consistent approach that compliments their learning in school.

Staff are suitably vetted and undergo a robust induction process on commencement of employment at the club. This ensures that staff are competent and able to fulfil their role with maximum effect. Continuous professional development of staff is positively encouraged and supported as they are invited to observe lessons in school, for example, observing specific taught activities, such as phonics in the reception class. This further enhances the staff's understanding of language development, therefore, beneficial to the younger children, who attend the club. All staff have received child protection training and most staff hold a current paediatric first aid certificate. This ensures that they can deal appropriately with minor accidents and illnesses. Annual appraisals provide opportunity for staff to evaluate their own practice and professional development. However, supervision meetings are not yet in place to support staff on a more regular basis. Partnerships with parents, the school and the children's centre are well established and each make a strong contribution to meeting the children's needs.

### **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

<b>Unique reference number</b>	EY292297
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	856372
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Strike Lane Care Club
<b>Date of previous inspection</b>	15/03/2012
<b>Telephone number</b>	01772 632724

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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, 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.

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