

Little Legs Ltd

Ingrave Johnstone C of E School, Brentwood Road, Ingrave, BRENTWOOD, Essex, CM13 3NU

Inspection date

21/03/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 have fun at the club and enjoy playing with their friends. They relate well to the staff who join in their games.
- The staff team make generally good use of the Early Years Foundation Stage guidance. Through effective observation, assessment and planning they help to promote children's development.
- There are safe arrangements to collect the children from their classrooms and all children are familiar with the routine.

It is not yet good because

- During meal times children are not fully encouraged to contribute to the preparation of the food and table laying to develop their independence skills further.
- Partnerships with parents and the school do not fully support children's learning and development.
- There is scope to extend how reflections on practice and the views of others are taken into consideration, to fully develop the quality of care in line with their ideas for improvement.

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 the activities in the main hall.
- The inspector looked at children's learning journals, planning documentation, the providers self-evaluation documentation and a range of other documentation.
- The inspector held meetings with the coordinator and manager of the provision.

Inspector

Tina Mason

Full Report

Information about the setting

Little Legs Out of School Club registered in 2012. It operates from the school hall at Ingrave Johnston C of E school in Brentwood, Essex. The out of school club is privately owned and managed and serves the local area. It is accessible to all, including wheelchair users and there is a secure playground available for outdoor play.

The out of school club opens Monday to Friday from 7am to 9am and 3pm to 6pm, term-time only. Children attend for a variety of sessions. The out of school club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 27 children on roll aged from five to 10 years. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. No young children were present at the inspection.

The out of school club employs four members of staff, including the manager. All three hold appropriate early years qualifications at level two and three.

What the setting needs to do to improve further

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

- improve the exchange of information with parents and the school to involve them more in children's ongoing assessments of their learning and development, in order to provide continuity in their experiences and support children's learning at home

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

- develop children's independence further by allowing children to pour their own drinks and serve their own food at snack and mealtimes
- develop the self-evaluation further to include the views of other and ensure careful monitoring and analysis of practice, so that strengths and weaknesses can be more clearly identified and action can be taken promptly to further improve the provision for children.

Inspection judgements

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

Children enjoy attending the setting in the familiar surroundings of their school. They are happy to play in the large school hall and benefit from the surrounding playgrounds. The staff team plan a programme of activities guided by the children and their interests. Children have daily access to craft materials and different media. They have opportunities to use paint and glitter to decorate eggs for Easter, make Easter cards and use printing pads to create patterns with paint. This helps children develop their creative skills while explaining and describing their art work to others. Some children like to sit and chat, others to use their imagination when building intricate models from plastic bricks. The large outdoor area is secure and ideal for running about and letting off steam.

There is an effective planning system which links to the Early Years Foundation Stage. It incorporates children's wishes, as staff seek their views, which also helps to sustain interest in experiences offered. They gather information from parents about the children when they first start. Daily discussions between the staff and parents support the exchange of information about the children's routines, well-being and some achievements. All of the children attend the school where the out of school club is based. There are some links in place to ensure a purposeful two way flow of communication between the school and the out of school club regarding day to day issues. However, links between both settings do not currently support a two-way flow of information regarding children's development and progress toward the learning and development requirements of the Early Years Foundation Stage. Therefore, the staff are not always aware of what the children are doing at school and are not able to plan activities to complement this.

Some of the children use good levels of imagination and concentration building different models with plastic bricks. They enjoy showing off what they have made to the staff team and display high levels of confidence and enthusiasm when talking about what they have made. Children enjoy playing one-to-one games with the staff. They are encouraged to use mathematical language when playing a game of 'top trumps' and they enjoy anticipating the blocks of wood falling to the table in another game. Children use their imagination with the role play equipment as they pretend to make drinks and prepare food with the play equipment available.

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

Children are happy to be at the club and relate well to all the staff there. They come in excitedly, meet up with friends and begin immediately to play at activities set out for them in advance. The structure of the session provides children with a sense of security as children are safely collected from their school each day. Parents supply useful information about children's individual needs when they first start and the staff use this to help the children form secure relationships. This helps to ease children's transition from school to the setting. The staff team encourage children to be considerate to others through good

opportunities to share, take turns and play cooperatively. Staff are suitable role models and they use consistent strategies and age-appropriate explanations to provide children with a clear understanding of acceptable behaviour. They encourage good manners and help children to take care of their environment and resources by tidying up together when they have finished playing. Children and staff practise the fire evacuation drills. This means that they are familiar with what to do in an emergency situation.

Children are welcomed into a warm and caring environment, where they are all valued and included. The staff team are committed to providing an inclusive provision for all children. Praise and celebrating children's achievements have a positive impact on children's self-esteem. Children are learning to live healthy lifestyles. They benefit from fresh air as they either access the school playground or local park on a daily basis. These activities help to develop the children's physical skills as well as an understanding of the local area. Staff actively promote children's well-being and good personal hygiene routines. All children are encouraged to wash their hands before meals and after using the toilet. They are provided with a healthy breakfast each morning and have a hot healthy dinner provided each evening. The children sit down to eat making their meal time a social occasion. However, during dinner times staff prepare the meals, set the tables and serve the children their food. This means children's independence is not fully encouraged.

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

Staff show a sound understanding of safeguarding procedures. They are fully aware of their responsibilities and the need to report any child protection concerns. Staff carry out regular risk assessments on the premises, outings and activities. Staff also complete daily safety checks. These help staff successfully identify and minimise hazards to children. All the required documentation to help promote children's safety and welfare is appropriately maintained. There are effective recruitment procedures in place to help ensure staff are suitable to work with children. The manager actively promotes the professional development of staff through regular appraisals and ongoing training. However, there is scope for more reflection on practice and consideration of the views of others, to clearly establish strengths and weaknesses and improve the provision further.

Overall, the leadership shows a satisfactory understanding of their responsibilities in meeting the learning and development requirements. They regularly monitor and review the activities they provide for children and how well they are achieving. Newsletters keep parents informed of events taking place within the out of school club and also of any changes to practice. Staff collect information about children's routines and preferences when they first start attending the club from both the school and parents to help children settle quickly and feel comfortable in the setting. Daily discussions with the school ensure they receive useful information about the child's day and individual care routines which can then be passed on to the parents when they collect their children at the end of the day. This provides consistency in care and helps children in their transitions. However, the staff team have not yet established an effective system of sharing children's learning and

development to promote continuity of care with the school and parents.

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	EY453664
Local authority	Essex
Inspection number	888382
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	5 - 17
Total number of places	30
Number of children on roll	20
Name of provider	LITTLE LEGS
Date of previous inspection	not applicable
Telephone number	01277810218

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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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