

Edenfield Breakfast and After School Club

Edenfield C of School, Market Street, Edenfield, Ramsbottom, BURY, Lancashire, BL0 0HL

Inspection date	27/03/2013
Previous inspection date	18/07/2011

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

- The effective key person and buddy system ensure children quickly settle, feel safe and enjoy their time at the club.
- Children develop firm friendships with their peers. This is because they spend time playing together and older children are kind and considerate to younger children.
- Children engage in a range of activities that sustain their interests. As a result, they behave well and are engaged in their play.

It is not yet good because

- Practitioners do not always take into account what they know about each child to make sure activities meet the individual needs of children.
- The organisation of some resources does not fully encourage children to extend and develop their play ideas.
- The process for self-evaluation is not fully established to demonstrate how targets are prioritised and planned for to drive continuous 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 children involved in activities in the main hall and dining room.
- The inspector spoke to the registered provider, practitioners and children during the inspection.
- The inspector checked evidence of suitability of practitioners working in the club, children's assessment records and a sample of policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Teresa Clark

Full Report

Information about the setting

Edenfield Breakfast and After School Club was registered in 2007. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two clubs managed by a voluntary committee. It operates from the school hall and dining room at Edenfield Primary School, Edenfield, in Lancashire. The club serves children who attend the host school. Children have access to the school playground and playing fields for outdoor play.

There are currently 97 children on roll, of whom 11 are in the early years age group. The club opens Monday to Friday during term time. Sessions are from 7.55am to 8.55am and from 3.15pm to 6pm. Children attend for a variety of sessions. The club employs 10 members of staff, including the manager. Of these, five hold appropriate early years qualification at level 2 and 3. The club is a member of 4Children.

What the setting needs to do to improve further

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

- improve the planning of challenging and enjoyable learning experiences by taking into account the individual needs, interests and stage of development of each child and make use of information gathered from school to complement children's learning and development.

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

- improve the organisation of resources so that children are able to imagine and develop their projects and ideas while they are still fresh in their minds
- develop effective systems for self-evaluation that identify targets to ensure that the quality of children's learning, development and care continues to improve.

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. They spend much of their time freely choosing where they want to play and show appropriate levels of enjoyment. Weekly planning ensures that children have access to a suitable range of activities, which satisfactorily support their learning and development. Practitioners make

regular observations of what children do, like and enjoy and gather information from school about what children have been doing. However, the information is not being used fully to guide and inform future plans, and complement what they are doing at school.

The club has a good range of toys and equipment, but because they are stored under the school stage, practitioners set out toys and activities before children arrive. Children are encouraged to request toys they would like to play with, but the organisation of some of the toys and activities does not fully allow children to develop their imagination and play ideas. For example, animal figures are set out without any additional resources to support children's play and home corner resources are mostly stored in a box.

Strong emphasis is placed on children's personal, social and emotional development. As a result, children play in a happy and caring environment. Young children look to the older children for help and support, for example, putting the players in position when setting up a football game. This leads to lively conversation and friendly rivalry about their favourite football teams and who they support. Regular cooking activities help children learn about measurement and number, which supports their mathematical development. They also, develop their problem solving skills as they play number games and complete puzzles. Children become engrossed in creative activities and use a range of media, tools and techniques to design and make Easter chicks and cards.

Practitioners are generally well-deployed to support children during their play and actively encourage their communication skills. For example, talking to them about their day and deciding what the dolls will wear. Children are confident and at ease with unfamiliar adults as they chat to the inspector about what they like doing at the club and question the reason for her visit. Positive relationships are established with parents and through daily conversations, and regular newsletters, parents are kept informed about activities at the club and their children's progress. The club also has a webpage which includes useful information about the club.

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

An established key person approach ensures that children feel a strong sense of belonging and build secure attachments. Children's transition into the club is well-supported. For example, young children are paired up with older children who act as a buddy, and practitioners gather useful information about the children before they start. As a result, children soon settle and enjoy the activities on offer.

Children behave well and show a good awareness of the rules and boundaries as they wash their hands before eating, and help tidy away their cups and plates. They show a mutual respect towards each other, and they respond well to requests from practitioners. Relationships between children of all ages are strong; younger children are relaxed and confidently engage with the older children, who in turn show a caring attitude towards them. This promotes a harmonious atmosphere for all and positively promotes equality of opportunity.

Children enjoy a variety of snack options, which are nutritious and varied. Fruit and

vegetables are offered daily and planned activities help promote an understanding about a healthy lifestyle. Snack times are social occasions where the children sit and chat with their friends. They regularly access the outdoor area where they develop and test their physical skills through enjoyable and challenging experiences. For example, using the swinging bars and balancing across the swaying bridge.

Daily safety checks are carried out and good practice maintained to ensure that children are escorted safely around the building. The premises are secure and procedures for collecting children up are effective, including children who attend after school activities. Routine activities, such as practising fire drills, help children learn about how to stay safe. In addition, visits from the Police and Fire Service reinforce safety messages.

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

Practitioners have a satisfactory understanding of the requirements of the Early Years Foundation Stage Framework. Sound recruitment procedures are in place to ensure practitioners are vetted and suitable to work with children. Visitors to the club are monitored, and required to display their visitor's pass to assure others that they are permitted to be on the premises. As a result, no unwanted visitors are able to gain access to the club and children are kept safe.

Practitioners have a secure understanding of safeguarding children in relation to child protection issues. They have received up-to-date training on safeguarding and are aware of their responsibility to report any concerns to the Local safeguarding Children Board. The safeguarding policy has been updated to cover the use of mobile phones and cameras in the club. Procedures are implemented in the event of any concern about a child's well-being and there is effective partnership working with external agencies in conjunction with this. Consequently, children are well-protected.

Satisfactory steps have been taken to address the recommendations from the last inspection. This shows the management and staff team have the capacity to bring about some improvements to the quality of practice and children's welfare. Systems for monitoring and evaluating the provision are emerging, but not fully in place to ensure gaps in the provision are identified and acted upon. However, during a recent staff meeting the team recognised that observation and planning systems are not identifying what children need to do next. Management are currently considering how this can be achieved. The provider and manager express their concerns about the reduced levels of support from the local authority in providing advice and access to training. However, practitioners access some training through the school, which helps support their continuous professional development.

Sound partnerships are in place with parents. They are warmly welcomed into the club and feedback at the time of the inspection was very positive. Parents say they value the close links the club has with the school. In particular, the use of the reception teacher as a key person in the breakfast club, as this ensures valuable information is shared between home, the school and the club.

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	EY358677
Local authority	Lancashire
Inspection number	820973
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	97
Name of provider	Edenfield Breakfast & Afterschool Club
Date of previous inspection	18/07/2011
Telephone number	01706 829586

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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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