

Whaley Bridge After School Club

Buxton Road, Whaley Bridge, High Peak, DERBYSHIRE, SK23 7HX

Inspection date	13/03/2013
Previous inspection date	12/03/2010

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 happy and confident, relaxed and comfortable. They enjoy the open plan design of the enhanced provision building, particularly enjoying the open access to the outside area and inside soft play.
- Teaching is rooted in a robust understanding of the Early Years Foundation Stage. Staff work with teachers in the reception classes to identify children's individual levels of achievement and skilfully extend them through play.
- Children with additional needs are fully supported. Staff are positive and encouraging. They work professionally with parents and teachers to provide a tailored approach to each child.
- Safety is effectively prioritised. Children are always well supervised both indoors and on the large playground or school fields. Sensible procedures protect them from accidental harm and good risk assessments ensure that all resources are fit for purpose.

It is not yet outstanding because

- Not all children have had the opportunity to regularly take part in the emergency evacuation procedure to ensure they are clear on how to exit the building swiftly.
- Updated policies are not always promptly distributed to staff, especially those who provide only occasional cover. Therefore, some staff are not as swiftly aware of best practice for children as others.

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 activities in the enhanced provision unit and viewed the outside learning environment.
- The inspector held meetings with the manager of the provision, members of the committee and had discussions with other staff members about their roles and responsibilities.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation information and a range of other documentation.
- The inspector also took account of the views of children and parents spoken to on the day.

Inspector

Jennie Dalkins

Full Report

Information about the setting

The after school club was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a self-contained building in the grounds of Whaley Bridge Primary School, Derbyshire. The club is based on the ground floor and has full disabled access. There is a designated outdoor area for active play and the club also has use of the school grounds and fields.

The club employs 19 members of child care staff. Of these, 15 hold a child care qualification to level 2 or level 3. The manager is qualified to a level 5. The club opens Monday to Friday all year round. During term time, a breakfast club runs from 8am to 8.50am and after school provision is offered from 3.30pm to 6.15pm, with the exception of Fridays, when the setting closes at 6pm. A holiday club is available during school holidays from 7.45am to 6pm. There are 185 children on roll. Of these, 16 are in the early years age range. Children from three years to 11 years of age attend the setting. Children attend for a variety of sessions. The club supports children with special educational needs and/or disabilities. The club receives support from the primary school's early years co-ordinator.

What the setting needs to do to improve further

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

- vary the time and days of the emergency evacuation procedure to ensure all children have the opportunity to regularly participate
- provide prompt updates when policies and procedures are reviewed, so that current best practice is even more swiftly understood by all staff, including those who offer infrequent cover.

Inspection judgements

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

Children are happy to attend, coming into the club with real enthusiasm. They chat away confidently as they help themselves to a light snack before racing outside for a game of football or cricket. They quickly settle to favourite activities, such as, building with construction blocks, make-believe play in the home corner or sculpting with play dough. Computer games are also enjoyed, where children develop their information technology skills as they play games with their friends. Their confidence blossoms as they enjoy the independence of choosing what they want to do and helping themselves to resources as

required. Planned activities led by staff are also available. Baking and decorating cakes provides children with the opportunity to learn mathematical skills as they measure ingredients and weigh them out. They learn how a mixture gets harder to stir as they add dry ingredients and use problem solving skills to work out how to make the icing the right consistency. Decorating allows them the opportunity to create patterns to their own design and satisfaction. Children are fully engaged in fruitful activity throughout the session as they remain interested and stimulated by the wide variety of activities on offer.

Staff supervise them as they play, organising them into teams for active games and coming alongside them to join in their activities. Staff encourage them to read along as they share books, praise them as they complete homework and help them to develop their manual dexterity as they push, pull and shape play dough. Staff are aware of each child's individual levels of attainment as they regularly share information with parents and class teachers. Consequently, they are skilled at pitching activities to help children make progress. They work in partnership with teachers to identify areas for children to improve and make observations as children learn through play. This ensures that children are always progressing as they are provided with a good level of challenge.

Older and younger children confidently chat and interact with each other. They show respect to each other as they share resources and take turns with popular equipment, such as, the computer. At meal times they all sit together and listen to each other as they talk about their day or the activities they have planned for the evenings. This helps them develop key skills for future learning, such as, concentration and turn-taking as well as helping them to be confident in other group settings, such as, the classroom.

Each child in the early years age range has a key person who ensures that all activities are tailored to meet their individual next steps. The key person also regularly records and reviews progress, sharing this with parents at collection times. Achievements are celebrated as staff inform parents about their child's activities in the club and ideas for developing this at home are also discussed. Staff also work in partnerships with parents and other professionals to identify effective strategies for any child with additional needs. They regularly review children's progress and discuss any concerns promptly. Therefore, all children, including those with special educational needs and/or disabilities are encouraged to reach their full potential as they are assisted to develop the skills that help them progress in school. Secure planning and monitoring ensures all of the seven areas of learning are successfully included in the activities on offer. Children are learning through play as all activities are based on their interests and are made fun and interactive. Consequently, all children are making good progress towards the early learning goals.

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

Children are very relaxed and comfortable in the setting. They display warm relationships with the staff and each other, chatting away happily and engaging in co-operative play. They all attend the same school where the club operates and, therefore are, very familiar with their surroundings. This makes it easy for children to make a smooth transition from their classroom to the club. Older children show care for younger ones as they are used to

looking out for them during the school day. As a result, there is a family atmosphere at the club and children show a strong sense of belonging.

Parents provide key information to the setting to ensure that children's individual requirements are known and understood. For example, food allergies are fully discussed to ensure that children receive a suitable snack, meal and drink. A full meal is offered in the evening, with children enjoying favourites, such as, fish and chips or trying more unusual dishes, such as, moussaka. Children take on responsibility for the club as they help to wipe down the tables before meals and help to wash up dishes. This also helps them develop their self-help skills. Children also learn how to keep themselves safe. They know that they must not run in the building in case they get hurt and wait for staff to contact each other by 'walkie-talkie' before going to join a group on the playground. This ensures all staff are clear about the whereabouts of every child. The fire drill is also practised to develop children's understanding of how to respond safely in an emergency. However, this is always completed on the same day of the week, meaning that some children do not get a regular opportunity take part.

Each child's personal likes and dislikes are fully respected and catered for. Staff know the children well and talk about them with genuine respect and care. They value their backgrounds and encourage them to value each other and celebrate their differences. Activities incorporate a range of religious and cultural festivals, such as, Divali and Chinese New Year. Staff also ensure that behavioural expectations are differentiated for the age and stage of each child, so that they are all able to join in and respond appropriately. For instance, children have rules that make sense to them and are linked to their levels of maturity. Young children know it is not right to draw on each other's drawings, while older children are able to talk about respecting others work. Staff are role models for good behaviour and remind children that their actions have consequences. For example, time on the computer depends on taking turns fairly and if children do not come off when reminded, they know they cannot go back on again that evening. Consequently, all children behave well as they understand what is expected of them.

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

The club is led by a dedicated management team who have children's well-being at the heart of all they do. They are committed to providing children with a friendly club that meets their needs for care and learning during the out-of-school hours. They are determined to continually raise standards and have a clear vision for the future of the club, having used self-evaluation to good effect. All recommendations from the previous inspection have been fully addressed. For example, a cosy area is now available for children to rest and relax. Children enjoy sitting on the sofa and chairs or accessing the sensory room, where they can snuggle down with a book on soft furnishings. This provides them with a space away from the hustle and bustle of the main activities, enabling them to relax and take time to rest. Future aims for the setting have been identified, including the development of a new menu in response to parental feedback.

Staff are experienced and appropriately qualified. Robust recruitment procedures ensure that only suitable individuals care for children. Staff attend regular training and undertake annual appraisals to ensure their continuing suitability. However, updated policies are not promptly distributed to all staff, to ensure that everyone is swiftly aware of changes in procedure. For instance, the new camera policy has been with the committee for some time while it is signed off and staff who do not attend staff meetings frequently have not been able to see the new procedure to ensure they are following it fully for the benefit of children. Nevertheless, staff know how to deliver the Early Years Foundation Stage requirements, ensuring that children's welfare, care and learning are all delivered successfully.

The setting recognises the important role parents have in their children's learning and care and effort is made to inform them of on-going events and planned activities. Regular committee meetings enable parents to become involved in the running of the club and questionnaires are sent out to give all parents the chance to comment on the way the club is run. All parents receive verbal feedback as to their child's progress every day. This ensures any issues can be promptly discussed. Parents also have access to the club's complaints policy, enabling them to follow a clear procedure in the event of any problem. The club responds positively to any concerns raised, seeking to work with parents to find a solution for the benefit of all involved.

Children's safety is of paramount importance. All staff understand the signs and symptoms that may indicate abuse and know how to report any concerns. All staff receive training in this area and a full written policy is in place to support effective practice. The provider takes responsibility for any safeguarding issues and ensures that any incidents are monitored and followed up appropriately. The environment is fully risk assessed and all external doors are secure, with access being restricted by locks. Children move around the enhanced provision unit safely, being very familiar with its layout. They enjoy daily access to the outside area, venturing out in all weathers. They know what resources are available and confidently ask for items, such as, footballs. Older children mix with younger ones, showing consideration for them and including them in all games. The resources available take account of the needs of children with learning and/or physical difficulties. For instance, written signs include a pictorial representation, a sign language diagram and different ways of pronouncing words to help those with hearing problems or speech and language difficulties to communicate their needs. Consequently, children of all ages and abilities display confidence in their surroundings and are eager to attend this welcoming provision.

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	EY224439
Local authority	Derbyshire
Inspection number	905657
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	185
Name of provider	Whaley Bridge After School Club
Date of previous inspection	12/03/2010
Telephone number	07894235778

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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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