

Boltons After School Club

Bolton Low Houses C of E Primary School, Bolton Low Houses, WIGTON, Cumbria, CA7 8PA

Inspection date

Previous inspection date

21/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Activities meet all children's needs, interests and abilities. As a result, children remain stimulated and motivated to learn. They support children's personal, social and emotional development, their behaviour and independence, talking and listening skills and being physically active. Therefore, they continue to achieve well and make good progress in their chosen play.
- The key person role is embedded well and strong and secure attachments are formed to support the early years children. The staff know the children well; they know what they can do; and what their interests are. As a result, children's needs are effectively met and they are successfully supported to develop further.
- Children are happy and enjoy what they are doing. They are well cared for and their emotional well-being and healthy lifestyle is effectively promoted. Consequently, they model good behaviour, eat healthily and feel safe and secure.

It is not yet outstanding because

- There is scope to extend opportunities for children to use their senses in planned activities.
- There is room to further develop partnerships with parents by enabling them to view their child's monitoring books regularly and encourage them to add their own comments.

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 playing in the classroom.
- The inspector held discussions with the manager, the staff member and the children throughout the session.
- The inspector held a meeting with the manager and completed a joint observation in the classroom.
- The inspector took account of the views of the two early years parents who were spoken to on the day of the inspection.
- The inspector looked at the early years children's monitoring books, school message book, and other documentation maintained for the after school club.
- The inspector checked evidence of suitability and qualifications of staff working with children, the policies and procedures for the after school club, and the self-evaluation documents that supports the service.

Inspector

Carys Millican

Full Report

Information about the setting

Bolton After School Club was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from within the school premises of Bolton Church of England Primary School in the village of Bolton Low Houses, near Wigton, Cumbria. It is run by a management committee as a limited company. The club serves the children attending the school and from the local rural area. It operates from two classrooms, the school hall and associated facilities and the children in the club has access to the school playground and playing field.

The club employs two members of child care staff who hold appropriate early years qualifications at level 3. They are members of 4Children and receive support from the local authority development workers.

The club opens from Monday to Friday, term time only. Sessions are held from 3pm to 5.30pm. There are currently 63 children on roll, of whom five are in the early years group. The club does not provide care for children aged under three years old.

What the setting needs to do to improve further

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

- extend children's sensory experiences in activities by, for example, enabling children to smell and taste the fresh fruit and vegetables used in the craft activity
- develop further partnerships with parents by enabling them to view their child's monitoring books regularly and encouraging them to add their own comments and achievements from home.

Inspection judgements

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

Children are happy and eagerly join in the after school club activities. They choose what they want to do or play with, and their interest is sustained for long periods. This is because staff encourage children's active involvement in planning and leading their own play. The staffs good knowledge of how to promote children's learning means that they are aware of when to allow children to play without disturbance and when to intervene. As a result, children are skilful in making their own choices and take an active part in the

planning and evaluation of activities. These skills are essential in supporting their positive attitudes towards learning when at school.

The quality of teaching and the quality of learning is good. The activities provided meet children's interest and therefore they enjoy themselves, and continue to make progress and have fun. The main theme running through the school relates to maintaining a healthy lifestyle and healthy eating. This topic is continued at the after school club in the activities and discussions held with the children. For example, the main craft activity for the evening provides children with the opportunity to paint and print with fresh fruit and vegetables. Children's independence is promoted as they put on painting aprons and sit in their chosen space with the staff member. She talks with the children about what they are going to do with the fruit and vegetables and they watch as she cuts each piece up and listens as she introduces mathematical concepts, such as, half and quarter, shape, colour and number. Children handle the pieces of fruit, however, the opportunity to smell or taste some of the foodstuffs is not considered by the staff member so sensory experiences are not explored during the activity. Children sit beside each other and behave appropriately. They pass items to each other and share the fruit, vegetables and paint pots. Children enjoy creating their picture and they confidently write their name on each one to clearly identify them later. Staff make sure that children have opportunities to be physically active. They encourage children to help bring in the boxes of construction materials from the store cupboard to build models, and they compete against each other while using the table football game.

Observations, assessments, and the next steps in children's learning are clearly identified in partnership with the class teacher. They are used to inform the planning of the club so that children make progress in their chosen play. There is a good balance of experiences provided in the after school club which complement the learning achieved in school. Therefore, children continue to progress well in their personal, social and emotional development, talking and listening skills and they are physically active. All these areas contribute to children's continued development and learning in school.

Partnership with parents is good. They complete initial documentation so that a clear picture of each early years child's individual needs and background is obtained. This information and the completing of observations as children play are used to show that children continue to progress during their time spent at the after school club. Parents feel valued and respected. They speak with the manager and staff daily and are verbally informed of their child's involvement in the club's activities. However, they say that they have not seen the monitoring books completed by the manager regarding their child and therefore they have not contributed to this document. Parents are provided with a wealth of information regarding the events and forthcoming planned activities for the children. These newsletters are very informative and include information about how they can continue to support their children's learning and development at home and in the school.

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

The care and welfare arrangements are fully implemented to ensure the emotional well-being of the children in the after school club. Children's personal information is gathered

from parents to ensure that all their individual needs are catered for. Children are contented and relaxed in the company of approachable and friendly staff who know the children very well. Therefore, their emotional well-being is appropriately supported because they develop warm and trusting relationships with staff. Children are confident, well motivated, and have a secure sense of belonging.

The staff deploy themselves effectively to support children's learning and as a result, children are well behaved and develop the social skills they require for later life. Relationships are good, therefore, children feel safe and secure. Children learn about keeping themselves safe. They competently follow the safety procedures of the after school club. For example, by informing the staff if they wish to leave the room to go to the washroom and they inform them when they return. Children also engage in regular fire evacuation drills. This ensures they know how to get out of the premises quickly and safely in the event of an emergency. This further supports their understanding of safety.

Children's health and hygiene requirements are successfully met through everyday routines and practices. They competently gain independent skills through the support of older children and the staff and practise the self-help skills they require as an independent person. The older children 'buddy up' with the early years children at mealtimes and make sure that they can reach the bowls and plates, and help them to feel at ease in a large group. Healthy eating is excellently promoted. The children enjoy a vast assortment of healthy options at teatime. They are provided with a wide selection comprising of; waffles, toast and bread with topping options of ham, cheese, or jam, and bowls of fresh fruit and vegetables, such as, apple and cucumber. Children help themselves and are given plenty of time to finish their healthy tea time treats. They pour their own drinks and engage in conversation with the staff and their peers. This helps them to develop practical and social skills, which will support them well as they move onto the next stage in their development.

The staff provide a safe and stimulating environment where children can relax and play in safety. They are provided with a wide range of resources and activities that maintain their interest; therefore, they are motivated to learn. Children learn to respect the similarities and differences in others and treat each other with equal concern. They celebrate Christian festivals and cultural events to learn about their own background, community and other countries and traditions. For example, they celebrate Easter and harvest festivals and introduce a Chinese dragon display for Chinese New Year. Children enjoy a number of outdoor activities enabling them to be physically active. They are provided with opportunities to play outside using wheeled toys, and play ball games and group games. The newly established gardening area provides good opportunities for children to grow their own vegetables and learn to care for their environment and living things.

The after school club settling-in arrangements meet the needs of the children allowing them time to settle in easily from the host school. Children attending the nursery next to the school are invited to visit the school in readiness for their move. These children, when picking up their brothers or sisters, are warmly welcomed by staff and encouraged to become familiar with the after school room, so that they know where they will be coming to at a later date.

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

The staff have a secure understanding of the Statutory Framework of the Early Years Foundation Stage and how children learn best. They understand their responsibility to meet the learning and development requirements by providing care and a range of activities that complement the children's school day. As a result, a good balance of activities is provided that are a mix of adult-initiated and child-led. Planning and assessment effectively supports children's next steps in their learning. Activities are planned to further develop children's personal, social and emotional development, behaviour, independence, talking and listening skills and physical development. The after school staff know the children well and overall meet their needs effectively in activities and their play. Therefore, children make good progress in their chosen play.

The safeguarding and welfare requirements are successfully met and understood. They are strong and embedded well with clear policies and procedures known and implemented by the staff. Staff have completed child protection training. They are able to identify signs and symptoms that would cause concern and they know the correct procedures to follow as a result. There is a safeguarding policy, which has been updated to include guidance about the use of cameras and mobile phones in the after school club. Effective measures of supervision and appraisal are completed with staff to ensure their ongoing professional development and continuous improvement of their already good practice. The suitability and recruitment process is robust. As a result, children are kept safe and secure because they are looked after by suitable adults. The complaints policy is in place and displayed for parents so that they are aware of what to do if they had a concern. All the staff have completed first aid training and are confident in providing emergency first aid. Daily records, such as attendance registers and accidents are suitably maintained. Risk assessments are used effectively and daily checks are completed to identify and address any risks before the children arrive.

Good monitoring and analysis is completed by the management of the after school club. Staff work well together and demonstrate a commitment to developing the after school club further. Self-evaluation takes account of the users of the after school club and clearly identifies its strengths and weakness in order to highlight the main priorities for improvement. Partnerships with parents, external agencies and other providers are effectively maintained, because the staff understand the importance of supporting children's care and education and seeking early intervention when required. Parents are provided with information through newsletters and informal catch-up chats at the end of the day. Parents feel included and involved in the decisions involving the after school club, and staff welcome their views and ideas. During the inspection, parents spoke very highly of the club. They confirm their children are happy, enjoy the activities and love attending.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY455619
Local authority	Cumbria
Inspection number	895011
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	63
Name of provider	Bolton's After School Club Committee
Date of previous inspection	not applicable
Telephone number	01697342217

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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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Piccadilly Gate
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