

Light Oaks Before and After School Club

Light Oaks Infant School, Lancaster Road, SALFORD, Lancashire, M6 8LU

Inspection date	20/06/2013
Previous inspection date	12/10/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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 form positive relationships with their peers and the adults who care for them. As a result, they settle well and are happy and secure in the provision.
- Children move freely around the environment, make choices in their play and learning as they select toys and resources which are easily accessible. As a result, they are becoming active learners.
- The staff are vigilant and deployed effectively in the indoor and outdoor area which promotes children's safety.

It is not yet good because

- The safeguarding policy has not been updated to include the use of cameras and mobile phones in the provision.
- Planning to promote children's learning and development in the outdoor environment is minimal.
- The self-evaluation does not include the views of parents and children attending the provision, to further assist in identifying areas for future development.
- Opportunities for children to develop their independence are not always fully implemented.

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 children took part in both indoors and outdoors.
- The inspector spoke to the manager and childcare staff at appropriate times during the inspection.
- The inspector took into account the views of children, parents and carers spoken to on the day of the inspection.
- The inspector viewed a range of documentation including risk assessments, safeguarding and complaints policies and procedures, evidence of the suitability of staff working in the provision and children's learning journals.

Inspector

Kay Armstrong

Full Report

Information about the setting

Light Oaks Before and After School Club was registered in January 2004. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Light Oaks Infant School in Salford and is run by a committee. The provision caters for children who attend the infant school and the adjacent junior school. Children have access to the hall, the library area and toilet facilities. The nursery and Year 1 classrooms are also used occasionally. There is an enclosed area available for outdoor play.

The provision opens Monday to Friday from 8am until 8.55am and from 3.30pm until 5.30pm, during term time. There are currently 90 children on roll, of whom 25 are in the early years age range. Children attend for a variety of sessions during the week.

There are 14 members of staff who work directly with the children. The manager and two other members of staff have a qualification at level 3. Of the remaining staff, four hold a qualification at level 2, of whom three are working towards gaining a level 3. The rest of the staff are unqualified. The provision gains support from the local authority.

What the setting needs to do to improve further

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

- ensure the safeguarding policy includes the use of mobile phones and cameras in the setting to protect and safeguard children.

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

- improve the planning for the outdoor area to provide more interesting and challenging activities for the children, for example, by providing resources, which are accessible and can be used, moved and combined in a variety of ways
- implement a more thorough and focused self-evaluation, which includes the views of parents and children and strengthens the links between identified priorities and plans to secure continuous improvement
- develop further opportunities for children to increase their independence and to take a more active role in the provision, such as serving their own food at snack times.

Inspection judgements

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

Children are clearly happy and enjoy their leisure time at the provision. They are motivated learners who display appropriate levels of involvement and maintain focus during their play. For example, they become engrossed in their games as they explore small world resources and construction sets. Children have access to a suitable range of suitable resources, all of which are age-appropriate and offer children the opportunity to extend their learning. Children are making steady progress in their personal, social and emotional development, because staff provide opportunities for children to play together without adult intervention. For example, as they construct little pigs' houses from straw, sticks and bricks. As a result, children learn to negotiate, share resources and take turns fairly, developing skills to foster their future learning. The indoor learning environment is planned thoughtfully so that children can play and explore by following their own interests and making choices in their play. However, staff give less consideration to the planning of outdoor activities to aid children's enjoyment and enhance their learning and development.

Children comment on how they enjoy coming to the provision and that their favourite activities are playing football, dressing-up, dancing, and painting. They talk animatedly about how they like to dress-up as different characters and dance to favourite songs. This

promotes their creativity, imagination and physical skills appropriately. All the staff show a genuine interest in what children have to say. They listen carefully and ask appropriate questions to encourage and promote their language and thinking skills. Communication and language skills are further promoted as young children self-register and develop their early writing skills by drawing pictures. Children are encouraged to label their own work, which fosters their knowledge of letters and sounds. Staff recognise children's efforts and achievements and offer appropriate praise, which promotes their self-esteem.

The staff have a satisfactory knowledge of how to support children's learning and development. They have recently received in-house training relating to the Statutory framework for the Early Years Foundation Stage. As a result, they now make relevant observations of children's progress. They use the information they have gained to plan activities to promote children's learning further. Staff use the Development matters in the Early Years Foundation Stage guidance in planning a suitable range of activities for children. They are beginning to link the developmental age bands to the observations they have made of individual children at play. This will over time show the progress children make given their starting points and capabilities.

Staff have developed their relationship with the host school and regular discussions with the teachers ensure they are kept informed of children's current learning and individual needs. Therefore, staff are able to offer satisfactory support and complement children's learning. For example, currently children are learning about 'recycling' in school, so in the provision they are looking at ways to use discarded material creatively. Consequently, children are beginning to understand the importance of looking after the world in which they live. Parents are kept informed about their child's progress through daily verbal feedback and access to children's developmental files.

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

Children are secure and familiar with the daily routines of the provision, they arrive happy and are eager to play and chat with their friends. They are independent and take responsibility for their own belongings. For example, they hang up their coats and carefully stow away their school bags and possessions. The key person system promotes good relationships with children and staff gather relevant information from parents, which help them settle. Children complete 'All about me' booklets, which provide staff with a clear knowledge of their likes, dislikes and interests. Staff take time to listen and support children, in this busy and noisy provision. This helps children to share popular resources and take turns. Children's behaviour is good as they are occupied and engaged in a range of suitable activities. They also receive appropriate praise and encouragement from staff and respond well to staff's expectations. Continuity of care is guaranteed, as children feel secure with adults that they can trust and are familiar with. This supports children in settling quickly as their individual needs are identified and appropriately addressed. As a result, the transition between the provision, school and home is smooth.

Children thoroughly enjoy playing outdoors. They enjoy participating in ball games and develop good physical skills and coordination as they have fun. Children learn to take calculated risks as they clamber over obstacles in the tyre park. Therefore, they begin

understand how to manage some risks and learn how to keep themselves safe. Staff are deployed well to ensure they are able to supervise children at all times and promote their safety. Risk assessments and daily checks of the premises are undertaken to ensure the environment is safe for children to play in. Routines, such as, practising the emergency evacuation procedure, fosters children's understanding of what to do in the event of a fire.

Children are appropriately supported in making healthy choices through discussion and activities. They are able to choose when and if they have a snack and are offered reasonably well balanced snacks, which always include fruit. Snack times are social occasions where children sit together and chat. However, their self-help skills are not always consistently supported as they do not serve themselves food or pour their own drinks. Children competently follow good hygiene routines with minimal support and manage their personal needs with ease.

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

The managers maintain an overview of the provision to ensure that children access a suitable range of experiences which promote all areas of their learning. Staff are suitably supported to extend their knowledge and understanding of early years and are provided with some opportunities to attend training. For example, staff have recently attended in-house training on the Statutory framework in the Early Years Foundation Stage. Planning, observations and assessments are satisfactorily monitored to ensure that children have appropriate opportunities and make steady progress. The managers monitor staff performance as they work alongside the staff team. Staff are regularly observed and managers state underperformance would be tackled through supervision and ongoing training. As a result, the interests of children are sufficiently promoted as staff are provided with relevant support and training.

The staff show a sound commitment to providing quality childcare and education for all children attending the provision. Actions from the previous inspection have been addressed demonstrating a satisfactory commitment to continued improvement. For example, all records regarding staff's suitability are in place and available for inspection, partnerships with school and parents have been enhanced and staff have been able to access some training. As a result, children's safety has improved, continuity of their care and well-being is appropriately promoted and staff are now planning for children's future learning.

The managers are beginning to be reflective in their practice. They are currently developing a performance management system, which includes regular staff supervision and annual appraisals to promote individual staff's professional development. However, self-evaluation does not include the views of parents and children attending the provision, to assist in identifying areas for future development.

All staff have a sound knowledge of child protection and know what they should do if they have concerns about a child in their care. Children are further protected as risk assessments are in place, which cover all aspects of the provision. Most of the required

policies and procedures are in place. However, the safeguarding policy has not been updated to include the use of cameras and mobile phones. Although, this means that a legal requirement is not met, the impact on children is minimal as staff are fully aware of the requirement. Recruitment and vetting procedures are secure. For example, the Disclosure and Barring Service check is completed on all staff every three years and this is closely monitored. A suitable induction procedure ensures staff have an understanding about the provision's practice. Effective procedures are in place to keep children safe and secure. For example, the premises and outside environment are securely maintained, the arrival of any visitors is carefully checked and exit doors are kept locked at all times.

Relationships with parents are positive. Parents spoken to state they are happy with the service provided. They feel their children are kept safe and secure and that staff are friendly and approachable and offer a flexible service. Parents also state that children enjoy a range of suitable and interesting activities and are always eager to attend.

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	EY278382
Local authority	Salford
Inspection number	895580
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	80
Number of children on roll	90
Name of provider	Light Oaks Before and After School Club Committee
Date of previous inspection	12/10/2012
Telephone number	0161 788 8099

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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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