

Fell Lane After School

Fell Lane Care Club, 1st Keighley Scout Hut, Holme Mill Lane, Fell Lane, Keighley, BD22 6BL

Inspection date	05/06/2013
Previous inspection date	25/05/2011

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

- Children are cared for by warm and caring staff and as a result, are happy, settled and enjoy their time at the out of school club.
- Children make satisfactory progress in their learning and development as staff provide an adequate range of activities and play opportunities, which overall support their interests.
- Children are safeguarded because staff complete risk assessments and maintain a secure and safe learning environment.

It is not yet good because

- Staff do not make good use of the information gained from the observations they complete, to assess how children's learning can be fully complemented and enhanced after school.
- Outdoor play provision is not extended with the use of a wider range of activities and games. Consequently, opportunities for younger children to choose games during outdoor play activity are restricted.
- Self-evaluation is not used well enough to demonstrate how the setting drives quality improvement to ensure enhanced support for children's achievements over time.

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 children playing in the playroom and outdoors.
- The inspector spoke to the deputy manager, charity manager and after school club's manager and children throughout the inspection.
- The inspector looked at a sample of documentation, including safeguarding, risk assessments, children's learning records and information for parents.

Inspector

Shazaad Arshad

Full Report

Information about the setting

Fell Lane After School Care Club is one of several out of school clubs run by Keighley Kiddicare, which is a registered charity. It opened in 2001 and operates from one large hall in the 1st Keighley Scout Hut, in the Fell Lane area of Keighley. The club serves children attending Nessfield Primary School and Nursery School. The club is open each week day from 2.30pm until 5.45pm. All children share access to an enclosed outdoor play area. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 35 children on roll, three of whom are in the early years age group. There are three staff employed to work in the setting, all of whom hold appropriate early years qualifications. The setting receives 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:

- improve the use of observations and assessments to consistently complement what each child is learning at school.

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

- improve the access to outdoor resources by, for example, providing portable equipment that children can move safely and cooperatively to create their own structures, such as milk crates, tyres and large cardboard tubes
- develop rigorous self-evaluation in order to promote continuous improvement that supports children's achievements over time.

Inspection judgements

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

Staff have a sound understanding of the seven areas of learning in the Early Years Foundation Stage. Staff understand they need to complement what is taking place in school. Through the developing communication systems with the school, they are aware of some issues to further support the younger children. Activities are planned and cover the areas of learning. Overall, this knowledge is used adequately by staff to plan activities to meet children's age and ability. However, staff do not effectively evaluate the brief observations they complete, to assess how children's learning can be fully complemented

and enhanced after school. This affects their ability to ensure that appropriate challenge is consistently offered to younger children, in order that they are able to make better than satisfactory progress.

Children make suitable progress in their learning and development and overall, they use the mostly accessible range of resources appropriately to support their play. For example, they use the different activity tables to lead their own play around mark-making and painting. Resources are set out and generally capture children's interests. Each evening, staff set out a variety of resources for children to choose from, for example, art, craft, books, small world and construction. Staff provide challenges in which children are interested, for example, art and craft that helps them to develop their expressive art and design skills. They count and play games, such as designing cards which helps them to develop their creative skills. Through sitting together and talking at snack time, children socialise and cement their friendships with each other. Children extend their play with their peers and there is appropriate intervention from staff; this supports their imagination and ability to play alongside their friends. Staff talk to children about their play and they are confident in initiating conversation. They use their language skills to ask questions of the visitor to the club. Children readily express their opinions being animated as they engage in conversation about their play and what they are going to do next. Staff readily praise children when they proudly show off the cards they have made, building their self-esteem. Consequently, children are developing sound social skills and adults support their emotional well-being.

Outdoor physical play opportunities after tea allow children to practise some of their skills, such as running, catching and 'rough and tumble'. However, children are unable to use a wider range of equipment as the games are restricted to mainly ball games. Consequently, staff are not consistently providing alternative outdoor play opportunities to include opportunities to use portable equipment to create their own structures.

Information is shared with parents and they are informed of what is taking place with their children. General discussions take place about their child's development and they are able to view their child's learning journey record. Communication with the school the children attend means that information is shared to support their progress. Consequently, children's future learning needs are supported.

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

Children are developing their confidence and are happy attending the club. They enjoy warm relationships with the key staff that care for them and children are forming firm friendships. This enables children to enjoy their play activities as they readily include each other in their play. Staff are friendly, approachable and positive role models. They support children sufficiently in their activities and ensure that there is an appropriate balance of adult-led and child-initiated play. The key person system is developing and staff ensure that there is sufficient support for younger children. For example, staff play alongside them during the outdoor ball games. Children behave well and show good consideration for others during their play and the daily routines. They take responsibility in the club by helping to clear away activities and preparing the games for outdoor play.

Children use the bathrooms on their own and are encouraged to help each other. Consequently, staff are promoting their independence and the children's sense of achievement. Children learn how to play safely as staff supervise their activities and all aspects of the premises are safe and maintained well. They understand the need for effective hygiene routines and thoroughly enjoy the well-organised tea time snack. Staff are fully aware of children's allergies and medical needs and ensure that all children enjoy a wide variety of food. They eagerly discuss their food preferences, which promotes their understanding of healthy eating and their communication skills. Children select and choose their own activities and access numerous creative resources. This demonstrates that they are learning skills for the future. They develop self-care skills, for example, they put on their own coats before leaving the setting.

Staff help to develop children's awareness of safe practices. For example, they follow the safety rules on the walk from school and play in the area designated for outdoor play. This develops their understanding of procedures to follow when walking from school and using the outdoors. Care arrangements are discussed at the start of any placement and staff ensure that they work closely with parents around the children's individual care needs. Staff are developing procedures to liaise with the children's school teachers at the school they work with. This supports children's transition to and from each setting and it also enables staff to provide some tailored support for children in the early years age range.

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

Staff are satisfactorily supported in their roles through appraisals and regular team meetings. They are positive role models and form caring and warm relationships with the children. Staff promote children's safety through sound risk assessments to ensure that the premises and school collection are safe and secure. They fully understand their responsibilities to safeguard the children in their care. All staff are vetted prior to working with children and complete safeguarding children training. The management team are very thorough in their approach to ensuring the safeguarding of children is given the highest priority. Consequently, they implement robust procedures around the safeguarding of children through clear and precise documentation. Staff have a sound understanding of the Statutory framework for the Early Years Foundation Stage. However, current observation and assessment to enhance the learning and development of early year's children is not fully developed.

The large noticeboard displays information, so that parents are informed about the policies and procedures, which support their child's health, safety and well-being. Staff engage with the parents and their children to seek their thoughts, views and ideas for the future of the club. The management have addressed previous recommendations around safety in the outdoors, staff deployment and documentation on complaints. However, the evaluation of the club is not rigorous in its approach. Consequently, it does not clearly identify its strengths and weaknesses. This means that concerted and effective actions to overcome weaknesses are not consistently planned to drive continuous improvement.

The setting is generally well resourced but due to the nature of storage at the shared site they are unable to offer a wider range of outdoor resources. As a result, children do not always have enough opportunity to choose from a wider range of outdoor resources. This hinders the progress they make in their physical control and coordination and impacts on their physical development. Staff work cooperatively with the local school, ensuring that relevant information is shared. They have general discussions with the reception class teachers to give them the knowledge to complement the activities and current learning taking place in school. Sound partnerships are established with other professionals and agencies to secure appropriate interventions and support for the children or families if they need it.

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	953899
Local authority	Bradford
Inspection number	895455
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	35
Name of provider	Keighley Kiddicare Limited
Date of previous inspection	25/05/2011
Telephone number	01535 664055

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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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