

Skylarks Breakfast, After School & Holiday Club

Guildhall Feoffment Primary School, Bridewell Lane, Bury St. Edmunds, Suffolk, IP33 1RE

Inspection date	05/08/2013
Previous inspection date	18/01/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 delight in spending time at the club. They keenly engage in a wide range of fun activities which are planned well to reflect their interests, inspire their creativity and support their good progress.
- There is good provision for children to play energetically in the outdoor environment. This promotes their health particularly well and enhances their physical skills.
- Children's artwork and photographs are displayed throughout the club in order to celebrate their achievements and promote a strong sense of belonging.
- Partnership working with parents, the host school and other agencies is good. The effective exchange of information ensures that children's needs are well understood by all staff and met consistently across the different settings they attend.

It is not yet outstanding because

- There is scope to further enhance the already good opportunities for children who speak English as an additional language, to hear and see their home language at the club.

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 two playrooms, the garden and school playground.
- The inspector took account of the views of parents spoken to on the day of the inspection and engaged in discussions with staff and children at appropriate times.
- The inspector carried out a joint observation with the manager.
- The inspector looked at planning documentation, children's learning records and some written policy documents.
- The inspector held a meeting with the manager and checked evidence of staff suitability and qualifications.

Inspector

Sarah Clements

Full Report

Information about the setting

Skylarks Breakfast, After School and Holiday Club was registered in 1998. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in premises within the grounds of Guildhall Feoffment Primary School in Bury St Edmunds, Suffolk. The club is managed by a voluntary management committee. It serves the local area and is accessible to all children. Children have access to two playrooms and the school hall. There is an enclosed garden and playground available for outdoor play.

The club employs 11 members of childcare staff. Of these, nine staff hold appropriate early years qualifications at level 2 and above. The club opens Monday to Friday all year round. Session times are from 8am until 8.45am, and from 3.15pm to 6pm during school term time. A holiday club also operates from 8.30am to 6pm during the school holidays. Children attend for a variety of sessions. There are currently 128 children attending, 13 of whom are in the early years age group. The club currently supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend opportunities for children to see and hear their home language for example, by gathering examples of the words they use at home and incorporating these into discussions and displays at the club.

Inspection judgements

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

Children are quick to involve themselves in a broad range of high quality play and learning opportunities. They experience a good balance of indoor and outdoor play as they flow freely into the well-resourced garden and playground areas. Staff are very supportive of the children's own ideas, listening carefully to these and providing additional resources to extend their self-initiated play. For example, when children show an interest in making marks and drawing, the staff purposefully provide printed pictures of familiar characters for them to colour in. Leading on from this, children enjoy exploring with other writing tools and equipment. For example, they spend time creating patterns on the wall in the playground using paint brushes dipped in water. These activities help the youngest children in the group to practise their early writing skills in preparation for starting school.

Children delight in being outdoors where they freely explore a challenging range of equipment. While in the school playground, children make the most of the larger space as they pedal bicycles and learn to use a hula hoop. Staff provide skilful support for children with special educational needs and/or disabilities, helping them to master new physical skills. For example, after an enthusiastic demonstration from a member of staff, children develop stronger confidence in attempting to jump from one tyre to another.

Staff have a thorough knowledge of each child's learning priorities and are quick to identify any gaps in children's development. This is because they skilfully observe the children and link this effectively to their good understanding of how children learn and develop. Staff show a genuine interest in what children say and do, encouraging them to speak about the activities they are engaged in and extend their thinking. For example, children engage in rich conversations about the models they make from the interesting and vibrantly coloured pieces of clay and modelling dough. Staff ask them about the different colours they use and prompt them to describe the different stages involved in making a star shape. Staff offer a particularly wide range of role-play props to promote children's creative skills further. This includes a range of clothes and pegs which children use to act out everyday scenarios, such as hanging out the washing. Overall, there is effective support to meet the needs of children who speak English as an additional language. For example, staff use lots of gestures and repeat instructions clearly to support children's understanding and involvement in conversations. However, children's home languages are not fully reflected in the labels and signs displayed at the club, and staff are not aware of the key words that children use at home. Consequently, opportunities for children who have English as an additional language to extend their use of their home language while at the club are not fully maximised. Staff are skilled in creating rich learning opportunities from incidental events. For example, they encourage children to count and talk about numbers when they discover a 20 pence piece on the ground. This inspires further discussion as children talk about what they could afford to buy with the coin, showing a good understanding of the value of money.

Comprehensive information is shared with parents about their child's needs and the activities that they take part in. There are daily discussions with parents regarding their child's development and regular opportunities for them to contribute to the assessment of their progress. For example, staff encourage parents to add comments about their child's achievements to the club's recently established 'wow board'. This promotes a consistent approach to supporting children's learning and development as staff can plan to extend the experiences children have outside of the club.

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

Children are very keen to attend the club. They form strong bonds with key members of staff, contributing positively to their emotional well-being. For example, they often invite the staff to join in with their play and seek them out to show them their finished artwork. Staff have a good understanding of children's individual needs because they speak to parents during initial settling-in sessions. Key information about children's favourite activities and their development is gathered to enable staff to plan for children's interests and learning needs from the beginning. Effective transitions take place between the

children's school and the club. For example, all relevant information is gathered from school teachers and shared with parents at the end of each day. This includes important information about children's learning and any additional support they are receiving. As a result, children experience good continuity of care and progression across the different settings they attend.

Children's behaviour is good. This is because staff take time to teach them clear, consistent boundaries. For example, younger children happily take turns on the popular games console as they add their name to the list, before waiting for the egg timer to elapse. Children are actively praised for their efforts so that they gain strong levels of confidence and self-esteem. For example, staff take time to acknowledge their good sharing during games, and praise their attentive listening skills during lunch time. Children have many opportunities to develop their independence in caring for themselves as they pour their own drinks when thirsty and manage hand-washing routines. They develop a very strong sense of belonging at the club. This is demonstrated through their eagerness to have their artwork displayed and their photograph added to the new 'pictures wall'.

Children learn to manage risks safely as they are discouraged from running while indoors and are shown how to use safety knives carefully to cut up soft fruits. The purposeful practising of the emergency evacuation procedure encourages children to consider their safety further as they learn what to do when they hear the whistle alarm. Children's health is also well promoted. They benefit from plenty of fresh air and energetic exercise as they access the outdoor environment throughout the session. Posters about healthy eating are also displayed to encourage children to think about making healthy choices in their diet.

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

Children are effectively safeguarded because the management and all staff have a thorough understanding of the action to take should they be concerned about a child's welfare. This includes a clear commitment to liaise with the appropriate child protection agencies. The procedures for recruitment are rigorous with all new staff completing a wide range of checks to ensure they are suitable to be in contact with children. Thorough risk assessments are carried out on a daily basis to maintain children's safety and security at the club. For example, effective steps are taken to ensure children cannot leave the club unsupervised, including close supervision as they walk to and from the school playgroup. The professional development of staff is fostered as the management encourages them to attend a wide range of training courses and ensures their individual needs are identified during regular appraisals and supervision meetings. As a result, children's needs are well met by staff who are motivated, well qualified and knowledgeable.

The management and staff have a good understanding of how to promote children's learning and development through a fun and interesting play-based provision. The planning and delivery of the educational programmes is monitored closely to ensure the provision continues to complement children's experiences in school. Children are heavily involved in choosing activities and influencing the planning, ensuring activities are evaluated from the children's perspective. For example, children delight in planning a 'spa

day' at the club, suggesting that they can bring in their swimming costumes. Self-evaluation is ongoing and targets for improvement reflect a strong commitment to sustaining the good quality provision. For example, the management has secure plans to develop the use of a Picture Exchange Communication System to enhance opportunities for children with special educational needs and/or disabilities to communicate their wishes and needs.

The partnership working with parents is valued and good efforts are made to ensure that parents are kept well informed of special events and activities. This includes an array of information displayed on notice boards and activity timetables. As a result, parents feel confident that their children have an enjoyable time and their progress is well promoted. The view of parents is actively gathered through regular customer satisfaction surveys. This means that they are involved in making decisions to benefit their children, including opportunities to select which outings the club should provide. The club fosters good partnership working with the host school that children attend. For example, they meet with teachers to discuss children's individual medical needs and agree on a joint approach to supporting these across both settings. In addition, staff proactively link up with a health practitioner to complete additional training to enable them to administer medication effectively to meet children's specific needs.

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
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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	251631
Local authority	Suffolk
Inspection number	866559
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	128
Name of provider	Skylarks Breakfast, After School & Holiday Club Committee
Date of previous inspection	18/01/2011
Telephone number	01284 716 493

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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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