

# The Lanes Out of School Club

Scargill C of E Primary School, Beech Lane, West Hallam, Ilkeston, Derbyshire, DE7 6GU

<b>Inspection date</b>	15/10/2013
Previous inspection date	15/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 happy in the setting because they have secure attachments with the staff and are familiar with the environment and routine.
- Staff collect children from the school and from after school activities to, mostly, successfully support the wrap around care they provide. This inspires children's confidence in new and more social situations.
- Children show sound levels of independence, they are willing to engage in and experience their choice of play. They benefit from a wide range of play materials.

### It is not yet good because

- Assessment is not fully monitored to ensure that it is consistent and precise. Not all staff have an accurate understanding of children's starting points, skills, abilities and progress.
- The key person system is not yet fully embedded to ensure that effective, targeted strategies and interventions are in place to support and evaluate children's learning and to meet their individual needs.
- Partnerships with the host school are not robust enough to ensure that there is a consistency of care and education for some children across the settings.
- Systems for performance management and self-evaluation are not robust enough to ensure that practitioners are supported to improve their knowledge and understanding.

## **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 collection of children routine from the school.
- The inspector observed activities in the club hall and in the playground.
- The inspector held meetings with the supervisor and the proprietor.
- The inspector looked at a sample of documentation, including policies and procedures.
- The inspector spoke with children, staff and parents throughout the inspection and took account of their views.

## **Inspector**

Elaine Tomlinson

## **Full Report**

### **Information about the setting**

The Lanes Out of School Club is privately owned. It opened in February 2006 and operates from the school hall of Scargill C of E Primary School. It is situated in the village of West Hallam on the outskirts of Ilkeston. The setting is registered on the Early Years Register and the compulsory and the voluntary parts of the Childcare Register. The club cares for children attending the host school and is accessible to all children. It operates from the school hall and there is a fully enclosed area available for outdoor play.

The out of school club is open each week day from 7.45am to 8.45am and from 3.25pm to 6pm, term time only and there are 50 children on roll. The club supports children with special educational needs and/or disabilities. The club employs five members of childcare staff. Of these three hold appropriate early years qualifications.

### **What the setting needs to do to improve further**

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

- develop further the key person system so that staff tailor activities to meet and understand children's level of achievement, interests and learning styles
- use assessment and children's starting points to build upon what children already know and can do to ensure that activities are suitably challenging and further their learning.

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

- develop the partnership with the host school to provide a complementary approach to children's learning so they receive consistency in their experiences across settings
- ensure all staff have a meaningful programme of professional development, which is targeted to focus on weaker areas of practice
- incorporate fully an effective plan for the continual development and evaluation of the setting to ensure the consistency of care and education of the children.

## Inspection judgements

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

The club has a relaxed atmosphere. Staff are welcoming and children have the opportunity to independently explore activities and experiences of their choosing. The provision is play based where children plan their own activities and by doing so can make choices, be imaginative and explore. Through developing their own games, such as building dens with parachutes, children learn to share, work together and take turns, enhancing their personal, social and emotional development. Staff actively encourage children's communication skills as they speak to them clearly in a range of situations.

Art and design are stimulated through an activity to encourage children's knowledge of local community events. For example, children make pictures and design fairground rides for the wall display. These activities enable children to explore a variety of materials and techniques acceptably; they experiment with colours and designs and use scissors confidently. This demonstrates that children are offered accessible and open-ended resources to satisfactorily support their explorations and imaginations suitable for their age ranges.

The club invites parents and children to have initial visits with them to support the development of relationships from the outset. This also provides an ideal opportunity for the sharing of information about the club's routines and children's needs. Staff collect children from after school clubs and facilities, such as belly dancing, to fully support the wrap around care they provide. This is greatly appreciated by parents and children as children can remain involved in activities of interest provided by the school after normal school hours. This also supports children's confidence within new and fun social situations.

The host school has provided the club with copies of Individual Learning Plans for children with special educational needs and/or disabilities to support individual children. However, these strategies have not been communicated fully to staff, or implemented into the routine of the club and, as a result, some children are disruptive because staff do not understand how to manage their behaviour.

A key person system is in place but it is not robust enough to ensure that all staff are using effective strategies to assess children's learning. There is no fully effective method to determine children's starting points and ongoing observations are variable in quality. As a result, next steps in development are not clearly identified and some children are less effectively supported in their learning and progress.

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

Children enter the club happily and engage in their play immediately. They have developed close relationships with staff and they are confident in their company. A key person system is in place, which adequately supports the younger children as they settle

into the routine of the club. The children refer to staff by name and are secure in asking for help. Children's opinions and thoughts are valued and they are encouraged to express their ideas, like and dislikes through written feedback sheets. This promotes children's confidence to express themselves appropriately. Staff have formed good relationships with parents who feel that the staff are honest and supportive and comment that the club is 'the only fun they get at school'.

Mostly, children behave well and are appropriately supported by staff. They are encouraged to be kind to one another and take turns and older and younger children play cooperatively together during group games. For example, children are encouraged to write their names on a list which is followed in order for them to play on the computer. However, for some children, where special educational needs and/or disabilities is identified, behaviour is a particular challenge. Not all staff are equipped with the information and skills to successfully manage this and minimise conflict and, as a result, play can be noisy and chaotic.

Procedures for collecting younger children from school ensure that they are kept safe and they learn about staying safe as they wait for friends from other classes. For example, the children are reminded wait for all children to arrive and then arranged into pairs to walk through the school to the club. Older children are encouraged to independently arrive at the club themselves where staff sign them in and follow up any children late to arrive. The secure system for entry into the school after school allows the older children to access toileting facilities independently and with minimal supervision.

A secure system for accessing outdoor play means that children can move freely between the environments, for example, the use of staff 'walkie talkies' and name cards, which the children take between staff to register themselves both inside and out. The large school grounds provide the opportunity for children to move with ease and master and control their coordination skills on various pieces of play equipment. Children play with scooters and use protective helmets and padding and independently organise a game of skipping, an activity in which they develop and practise their physical skills and ability.

Children learn about healthy eating, are involved in the planning and preparation of food and are actively encouraged to try new foods. Menus are well balanced and children confidently chat about healthy choices and how they have made their own meals at the tea table. Children independently wash their hands before eating and are learning new skills, for example, older children independently wash, dry and put away their own dishes. Staff are on hand to support younger children's health and well-being by using gentle reminders to wash their hands and clear away.

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

Children's welfare is promoted appropriately because all staff complete safeguarding training and are aware of the local safeguarding procedures. Recruitment procedures are appropriate, which ensures that staff working with children are suitable to do so. Staff

update their training to meet children's needs, for example, they complete first aid and safeguarding training.

Weekly planning is completed in consultation with the children and the whole staff team. However, there is no effective system to monitor and evaluate planning and assessment and not all staff have a secure understanding of how children learn. This means that there are inconsistencies in teaching, which are not being identified and, consequently, some children have less opportunity to build on what they already know and can do. Staff are provided with a system of ongoing appraisal and professional development but there is a lack of understanding of effective strategies to make this a meaningful experience. This means that it is not sufficiently targeted to focus on weaker areas of practice and the procedures for the coaching and mentoring of staff are weak. Subsequently, children's learning is not always best supported.

Staff are passionate about the setting and want to move it forwards. They recognise the strengths of the setting and areas which they need to improve upon. However, there is no effective overall plan for the continual improvement of the setting and priorities are unclear. This means children do not immediately benefit from plans for improvement.

The club has a suitable partnership with parents and comments from parents are, on the whole, positive regarding the service that the club offers. Parents are invited to share their comments through feedback sheets and are provided with a notice board detailing daily events and verbal feedback when collecting their children.

The club is beginning to strengthen its partnership with the host school by adopting the school's termly topics. This information comes from sheets provided for parents and from notice boards. The staff are working to strengthen this relationship with the school and some procedures are in place for the exchanging of information in relation to specific children's individual care needs. However, this does not extend to all children and opportunities to foster a complementary approach towards consistency in their experiences across settings are, therefore, missed. This means children's progress is no better than satisfactory.

### **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

<b>Unique reference number</b>	EY320651
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	878074
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Angela Mold
<b>Date of previous inspection</b>	15/06/2009
<b>Telephone number</b>	01159 440810

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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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