

Little Stars Breakfast and Afterschool Club

Wellfield Church School, Wellfield Drive, BURNLEY, Lancashire, BB12 0JD

Inspection date

29/01/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 requires improvement

- Staff plan a variety of adult-led and spontaneous activities, which generally promote most children's learning through play and enables them to make independent choices.
- Staff create a warm and welcoming environment where children benefit from developing friendly relationships with adults and their peers, settle well and enjoy themselves at the club.
- Effective, trusting communications with parents leads to strong partnerships, which provides support for the whole family.

It is not yet good because

- Some information about staff vetting processes was not available for inspection.
- Staff have been recruited from family and former colleagues without formal interview or written references sought as yet, to fully ensure their suitability to work with children.
- Observations and other information obtained about children are not used consistently to assess their learning and development, progress or identify their next steps to ensure they make good progress.
- There is scope to extend the partnership with school further to ensure continuity in their learning and care.

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 staff and children engaged in activities in the school multi-purpose area.
- The inspector held discussions with the manager/provider and members of staff.
- The inspector took account of the views of parents and children spoken to during the inspection.
- The inspector looked at assessment information, planning documentation, evidence of suitability of staff working within the club and a range of other documentation.

Inspector

Linda Shore

Full report

Information about the setting

Little Stars Breakfast and Afterschool Club was registered in July 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Wellfield Primary School and was previously registered under a different provider. The out of school club uses the hall and key stage 2 classrooms and is managed by the provider. There is an enclosed area available for outdoor play.

The out of school club serves Wellfield primary school and is accessible to all children. It is open Monday to Friday, during term time and operates from 8am until 8.50am and from 3.30pm until 6pm. The out of school club 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:

- ensure all required records are easily accessible and available. Specifically this refers to maintaining a record of staff vetting processes, which includes the Disclosure and Barring Service, reference number, the date a disclosure was obtained and details of who obtained it
- ensure all staff working with children are subject to a rigorous recruitment procedure, including gaining suitable references
- use information gained from parents, teachers and observations of children consistently to understand their level of achievement and interests to ensure that their individual needs are met by planning challenging activities, so that children make good progress.

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

- strengthen the two-way flow of information with other early years settings to share information about children's progress and achievements, to help ensure the child's needs are met and to provide continuity of their learning and development.

Inspection judgements

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

Staff have an adequate understanding of the seven areas of learning in the Early Years Foundation Stage. They listen to what children enjoy and provide a broad range of activities for them that cover the areas of learning. This helps children to have fun and enjoy their time after school. All children appear generally confident and have good communication and language skills. Through observations, staff reflect on what children do but they do not effectively evaluate these to assess how they can complement and enhance children's learning. This affects staffs' ability to ensure that appropriate challenge is consistently available to younger children by targeting their current interests, in order that they are able to make better than satisfactory progress.

Children learn because they have access to a range of stimulating resources. For example, they build structures with interconnecting bricks and they particularly enjoy dressing-up and engaging in role play. This shows children's independence to initiate and develop their own play. Staff support younger children in their craft activities by providing attractive resources for them to complete their display sign. They use their skills to create unique patterns and they have a range of coloured pencils to draw and write, which promotes their literacy. This is also supported by children's access to a wide range of books, which they read when they want to relax or incorporate into their imaginative play. Children also enjoy visits from external groups, such as a mobile animal show, which allows them to learn about other creatures as they handle snakes and spiders. Children proudly show off the photographs taken on the day. This reinforces children's learning and gives them a sense of achievement.

The club stands within the building of a local school and parents appreciate the facility of the wrap around care that the provision provides. However, staff do not fully embrace opportunities to develop the working partnerships with teachers to complement what children are doing in their school day.

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

Children show they are happy attending the club. They are developing their confidence mixing with children of different age groups and making new friends. Staff are friendly, approachable and positive role models who create a warm and welcoming environment. They provide sufficient support to the children in their activities and ensure that there is an appropriate balance of adult-led and child-initiated play. The key person system is in place and all younger children have a named member of staff to support their needs. Children make choices about what they play with and may choose to join in with an adult-led activity. For instance, younger children are engrossed in colouring the sign to be used on the display about 'our world' as they make a positive contribution to the group.

The areas children use after school are safe and clean. Staff carry out daily risk assessments to check security and safety. They ensure they always supervise children. Parents and visitors who visit the school via the rear entrance have to knock and wait for staff to give them access. Children are reminded that they are not to go past the toilet area on the corridor or approach the external door to let parents or visitors in. They understand the importance of security and this helps them learn to keep themselves safe. Children generally behave well and show consideration for others during their play and the

daily routines. Positive behaviour management strategies have been introduced and the children take pride in achieving a 'shooting star' as recognition of their achievements and contribution to the club.

Staff offer children an interesting range of food options at snack time, which contribute to children's health. Children are able to make choices of healthy options, such as fruit and sandwiches after school. At inspection, the children explore Chinese New Year and taste foods, such as spring rolls. Staff discuss the significance of their celebration expanding children's knowledge of the wider world. Children have access to the school playground for fresh air and exercise and particularly enjoy getting very 'hot and puffy' during the weekly visit from an external sports coach. This means that they are developing healthy habits for life.

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

Staff selection procedures are not robust as some staff have been recruited from family without interview or written references sought from previous employers in a timely manner. Also, the provider does not keep complete evidence of staff vetting onsite and available for inspection. For example, the record of staff Disclosure and Barring Service checks lists the reference number but does not include the date it was obtained or who obtained it. This does not fully ensure staffs' suitability to work with children. Staff are clear about child protection procedures and who to report any concerns to. This means that children are safe and protected while attending the club. Likewise, staff can deal with minor injuries and incidents to support children's well-being because staff have current first aid training. Effective policies and procedures are in place, which staff adhere to appropriately. Staff have a reasonable understanding of how to keep children safe from harm. Risk assessments are in place and cover all areas of the provision. Daily checks are carried out to reduce risks.

The provider and staff team are committed to raising standards and providing good quality childcare and education for all children attending the club. There are some arrangements in place that contribute to improving the provision for children. This is being achieved through supervision sessions. However, the systems to support the younger children are not sufficiently robust. Although, staff carry out some observations to identify children's interests and abilities, they do not always take sufficient account of these when planning and supporting activities.

The provider has a reasonable understanding of her responsibility to meet the learning and development requirements. She monitors the staff performance to ensure standards of teaching are consistent and training and supervision is available to further develop staff practice. The relationship with the host school is sound. The club ensures information is securely passed back and forth between teachers, parents and the club about children's welfare to ensure their well-being. However, children do not fully benefit from the partnership with schools. This is because an effective strategy to share information with the club about children's current assessments or learning and development requirements in school is not yet in place to benefit children in the classroom, the club and at home.

Partnerships with parents are well established and parents' report that relationships effectively support the whole family based on trust and open communication.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY466311
Local authority	Lancashire
Inspection number	931100
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	5
Name of provider	Sarah Leanne Simpson
Date of previous inspection	not applicable
Telephone number	07515747966

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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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