

# Langdale School Care Club

Langdale Primary School, Langdale Road, CLAYTON, Staffordshire, ST5 3QE

## Inspection date

Previous inspection date

31/01/2014

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

- Children are sociable, courteous and well behaved. They understand the importance of being kind and considerate to each other and share and take turns during play. Praise and encouragement from staff ensures that children feel secure and included.
- Children have regular access to the host school's outdoor play area and this allows children to engage with staff and children from the nursery class. This promotes children's emotional well-being and encourages effective transitions between the two settings.

### It is not yet good because

- Management do not successfully monitor staff practice or their understanding of the implementation of the safeguarding policy in respect of an allegation being made against a member of staff.
- Staff do not use observations to accurately assess and monitor children's progress or identify their next steps in developmental progress. This means that some children do not make best progress given their starting points and capabilities.
- Children in the early years range are not provided with a choice of healthy options at breakfast time.
- Children do not have access to sufficient resources to support their interest in information and communication technology.

## 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 children in the indoor and outdoor environments and spoke to staff and children.
- The inspector carried out a joint observation with the deputy manager.
- The inspector looked at a selection of children's observations and discussed these with the key person.
- The inspector checked evidence of suitability and qualifications of staff working with the children.
- The inspector carried out a meeting with the manager and looked at and discussed a range of policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Kerry Wallace

## **Full report**

### **Information about the setting**

Langdale School Care Club was re-registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned by a voluntary committee. It operates from Langdale Primary School in Clayton, Newcastle-under-Lyme. The care club serves the immediate locality and also the surrounding areas. The care club opens Monday to Friday, all year round except for Christmas holidays. Sessions are from 7.30am until 9am for the before school club, followed by nursery provision until 5pm. The after school club continues until 6pm. A holiday club operates during school holidays from 7.30am until 6pm. Children attend for a variety of sessions and have access to the school's enclosed outdoor play area.

There are currently 36 children in the early years age range on roll. The care club receives funding for the provision of free early education for three- and four-year-old children. The care club supports children for whom English is an additional language. There are currently nine staff working directly with the children. The care 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:**

- improve observation and assessment to identify and plan for children's next steps in learning and development; make sure that activities consistently challenge children, especially those who are more able, and identify strategies to support children with English as an additional language.

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

- improve systems of monitoring staff understanding and implementation of the safeguarding children policy in respect of an allegation being made against a member of staff
- develop a robust training programme to support and improve staff knowledge of the learning and development requirements of the Early Years Foundation Stage
- improve the organisation of breakfast time for children in the early years age range so they are offered a good selection of healthy breakfast items
- extend opportunities to support children's use of information and communication technology, such as providing access to a computer and appropriate software.

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

The quality of teaching in the care club is satisfactory. Staff listen to what children have to say and respond appropriately, for example, when children are playing with the farmyard, staff speak with them about different animals and where they live. This supports the characteristics of effective learning as staff respond to children's conversations and offer information to further their learning. Staff interact well with the children during story time and allow time for children to respond to different aspects of the story. Children with English as an additional language develop close attachments to their key person, who they look to for support and comfort. Staff seek help from wider professionals within the school for advice to support these children, however, they have not yet implemented effective strategies to promote their progress. Staff are keen to ensure that children are able to settle into the setting and respond well to their individual needs. Staff are caring and considerate towards children. For example, during story time a member of staff notices that a child is not engaged or listening to the story and offers him a book so that he could look at the pictures. This shows that staff are responsive to children's individual needs.

Children benefit from daily outdoor play in the host school's outdoor area. They have opportunities to engage with children and staff from the adjoining nursery class. This helps to promote effective transitions between settings and helps children in their readiness for school. Children enjoy a multitude of outdoor activities, such as playing football, riding around on bikes and using climbing apparatus. Children are happy and content and are generally offered a wide range of resources in the indoor environment which allows them to develop across most of the areas of learning. However, children do not have access to a computer in the setting which means that they do not engage with or are well supported in information and communication technology.

Staff have started to complete observations of children and evaluate these against the areas of learning and development. However, because staff are not confident or knowledgeable about the Early Years Foundation Stage guidance, they are not able to correctly evaluate observed learning; this means that children's next steps are not accurately identified. Staff are knowledgeable about children and generally provide suitable activities for children to make steady progress. However, children who are excelling in some areas of learning are not assessed against the correct stage of development and staff do not always provide activities to ensure they are effectively challenged. Parents are welcomed into the setting and they are encouraged to provide information about their children upon entry.

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

Children are happy and content to be in the care club. Staff are good role models and encourage children to be polite and courteous to each other. As a consequence, children are very well behaved and play well together. Staff are caring and considerate to children and respond well to children's individual needs. For example, during registration, a child is given a puzzle to play with as her key person knows this will interest her and help keep her attention. This proves to be a very effective strategy and supports the emotional well-being of children. The key person system ensures that children form secure relationships with their carers and this is evident in interactions observed. For example, a child who has just started attending the setting, looks around for their key person and is reassured when they see them.

Breakfast club for the older children is a very sociable occasion as children sit around a table and happily chat to each other while they eat breakfast. One child informs the inspector that she is eating her second bowl of cereal. There is a sign on the table to remind children to wash their hands and they are offered a good selection of healthy breakfast items, such as cereals, toast and a selection of apple juice or milk. In contrast to this, children in the early years age are sat at the end of an activity table and are not offered healthy choices, but are instead given toast and chocolate spread. Children's water bottles are close by but they are not offered any alternative drinks with their breakfast. Although staff comment that they are following parents' wishes, this does not promote healthy eating amongst children or encourage children to make healthy choices.

Children use the outside play area every day and benefit from fresh air and physical

exercise. This helps to promote a healthy lifestyle and keep children healthy. Staff promote children's independence by encouraging them to fasten their coats and put on gloves and scarves because it is cold outside. Parents are happy with the care provided for their children and comment that the provision has improved since the breakfast club has moved younger children to a separate building. This enables them to access resources that are appropriate to their age and stages of development.

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

Safeguarding policies are up to date and include all the required elements, including the safe use of mobile phones and cameras in the setting. Posters are displayed on the door to remind visitors about this. Staff are aware of the signs and symptoms of abuse and neglect and the action to follow if they are concerned about a child's welfare. However, management have not monitored staff understanding about the implementation of the policy in the event of an allegation being made against a member of staff. Appropriate checks are taken out on all staff, and visitor identification is obtained and recorded. Staff are qualified and experienced and ensure children are properly supervised at all times. However, they are not secure or confident in their professional knowledge and understanding of learning requirements; this means they are unable to fully support children's learning and development. Risk assessments are carried out and supplemented by safety checks on a daily basis; this ensures effective measures are in place to eliminate dangers.

This is the first inspection since the care club was re-registered in January 2013. The manager of the care club is supported by several committee members who are parents or work in the host school. Management strive to improve and hold regular meetings to discuss progress and identify areas for improvement. This includes issuing questionnaires to parents, purchasing new equipment, organising courses for individual staff and improving on the delivery of the Early Years Foundation Stage. This demonstrates managements' ability to self-evaluate aspects of their provision. However, action has not been taken to ensure staff have a secure knowledge and understanding of the learning and development requirements and this is why observation is inconsistent in the care club. The club's annual report has identified the need to improve support and monitoring of observation and assessment; however, the timescale of June 2014 is not timely enough to support children's learning.

Partnerships with parents are being developed by management to include regular feedback to parents on their children's learning and development. Links with the host school are strong. Teachers from the school, including the headteacher, form part of the management committee and are instrumental in making decisions to improve the provision, such as dividing the breakfast club into two groups so that children in the early years age range are offered appropriate resources to engage with.

### **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	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

<b>Unique reference number</b>	EY461850
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	931434
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	66
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Langdale School Care Club Committee
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01782 297690

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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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Piccadilly Gate  
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