

Lambs After School Club

Grimoldby Primary School, Tinkle Street, Grimoldby, LOUTH, Lincolnshire, LN11 8SW

Inspection date

Previous inspection date

13/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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's learning and development is appropriately supported by the staff as they offer a wide range of activities and play experiences that compliment what the children have been doing during the school day.
- Children are well cared for by the attentive staff. Children and staff form close relationships and get to know each other well, which fosters children's sense of belonging.
- Children attending this club are confident, independent and very well behaved. Their self-esteem is fostered by staff who praise and value them highly. Children's opinions are sought on all matters that affect them and this gives them a real sense of ownership of their club.
- Partnerships with parents and carers are good. Staff involve parents and value their input. Good information is shared between the club and home and this is of benefit to the children.

It is not yet outstanding because

- There is scope to improve the partnerships between the club and school to ensure even more information is shared about children's learning and development to support their progress further.

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 the main play room and the outside learning environment.
- The inspector held a meeting with the manager of the provision.
- The inspector looked at children's records, planning documentation and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector interacted with children throughout the inspection.

Inspector

Clare Johnson

Full report

Information about the setting

Lambs After School Club was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the childcare register. It is privately run and operates from a mobile classroom in the grounds of Grimoldby Primary School, Grimoldby, Lincolnshire. The club serves the children of the primary school and is accessible to all children. The club opens Monday to Friday term time only. Sessions are from 3.15pm until 6pm and children attend for a variety of sessions. A holiday club may be provided in the future. There is a fully enclosed area available for outdoor play.

There are currently 22 children on roll, nine of whom are in the early years age range. There are currently six members of staff working directly with children. Of these, four hold appropriate early years qualifications and the deputy manager is working towards a childcare degree.

What the setting needs to do to improve further

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

- enhance the existing partnerships with school staff further to improve the information shared to fully support children's learning and development.

Inspection judgements

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

Children are making good progress in their learning and development. Staff offer them a wide range of activities and play opportunities, which compliment what they have been doing in school all day. The focus is on the prime areas of learning and this is appropriate for an after school club. Staff recognise that some children need to rest and relax after a long school day whilst others have lots of energy to burn off. Children benefit from having the choice of whether they would like to play inside or outside and this helps to meet their individual needs. The quality of teaching is good. Staff interact well with children. They know when to get involved with their play and when to sit back and allow the play to evolve without their input. Staff are good teachers as they promote children's learning and development through effective teaching methods. For example, they encourage children to think and try and work problems out for themselves and they promote children's confidence and independence. Staff involve the children with all aspects of the club and this includes planning the activities and the resources they would like. Involving children in this way gives them a real sense of ownership of their club. They are having a direct impact on their own learning and because the activities they choose are things they are interested in, the learning they experience is very relevant to them. Staff know children well and, as a result, they are supporting their progress in the prime areas of learning

well. Children's communication and language is supported well as they are encouraged to have many varied discussions where their speech is developed and their vocabulary is extended. They benefit from a language rich environment, which enhances the education they receive at school.

Children enjoy their time at the club. They move around the room with confidence and choose what they would like to do. There is a television and games console available, however, children do not often choose to use this equipment as there are many other exciting opportunities on offer. For example, a group of children enjoy spending time making craft hearts for Valentine's day. They discuss this event and the different people in their lives who they love. They enjoy getting creative and designing their hearts. They get messy with paint, glue, glitter and craft materials and staff praise their creations. Children are excited to take their hearts home for their parents. Children enjoy playing and exploring with some large polystyrene packaging blocks that staff have provided. Some children decide to break pieces of polystyrene off the block to make snow. They enjoy throwing the snow up in the air and this fun play is encouraged by staff. Other children decide the polystyrene blocks make good robot heads and their imaginations run wild as they talk and act like robots. Children decorate large cardboard boxes with pens and then climb in and out of them using them as different things in their play. They are actively learning as they persevere at this activity for some time. Staff provide the children with many recycled resources, such as, packaging, boxes and old containers. These items support children's play and imaginations and the discussions they have around recycling and reusing items is helping the children learn to value the resources they have and to care for the environment.

The partnerships with parents and carers are very good. Staff value parents highly and encourage them to be as involved as they can be. Information is shared verbally about each child's learning and what they have been doing while at the club. Any information passed to staff from the school teachers is relayed to parents and this is appreciated. Parents speak highly of the club and the staff. They comment that nothing is too much trouble for the staff and they have been very well supported. Parents say that they receive good information about their children's progress. Staff display information for parents in the entrance area, which is useful and relevant. Prospective parents are warmly welcomed into the club and are provided with all of the information they need.

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

Children's well-being is promoted very well in this club. Staff care for children and prioritise their safety. Children and staff form close bonds as they get to know each other well. This supports children's sense of belonging in the club and ensures their individual needs are met to a high standard. Staff work closely in partnership with parents regarding children's care. They share good information to keep children safe and healthy. Children, parents and visitors are offered a warm welcome and the club has a home-from-home feel so children feel secure. Children are very confident in this club. They know the rules and routines well and communicate effectively with each other and staff to ensure a harmonious play environment. Children confidently and politely ask the inspector who she is and why she is in their club. Their behaviour is exemplary and they use good manners

and are kind to each other, usually without prompt. Staff are very good role models regarding behaviour as they show respect to each other and the children and are consistent with the routine. Children's independence is encouraged and they are praised regularly for their good behaviour and achievements. They are learning to share and take turns with each other and these cooperation and social skills are skills for life. Children's personal, social and emotional development is fostered very well. Their self-esteem is nurtured by the caring staff who prioritise children's well-being.

Children's dietary health is well promoted when they are at this club. Regular snacks and drinks are offered and children can choose when they would like some food or a drink. This ensures their play is not interrupted and allows children to take responsibility for their own hunger and thirst. Children are involved at snack time as they pass the cups and plates out. They help themselves to their choice of cheese, crackers and raisins and enjoy putting cheese in between two crackers to make cracker sandwiches. Children choose milk or water to drink and tell the inspector about a recent time when they enjoyed hot chocolate as it was a cold day and another time when they had pink milk. Children wash their hands before eating and after using the toilet and they are learning about germs and protecting themselves and others by using good hygiene practices. Many children have colds and they know to use tissues for their noses and to put the tissues straight in the bin as staff have discussed viruses with them. Children know that it is very cold outside and they must wrap up warm before they go out. They help each other to put their coats on and show a real care for each other's well-being.

Children have daily opportunities for fresh air and exercise outside in the play area. Their physical development is promoted well as they use the large slide and climb up the ladder to the play house. They run around, enjoy ball games and treasure hunts and benefit from this outside play. The school field is available for the club to use and they plan to use this even more in the warmer months. Children learn about taking risks and keeping themselves and others safe when they are outside. Staff explain to them the dangers of climbing up the slide when another child is going to come down and they remind each other of this. Children have to negotiate the ladders to the play house safely and remind each other that only one child can go up or down at a time. Inside, children confidently explain to the inspector that they must not touch the heater as it can get quite hot. Children and staff are taking a collective responsibility for safety and this ensures everyone is vigilant and reduces the risk of accidents and injuries.

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

Leadership and management is strong. The manager and staff team work closely together to meet the needs of all of the children attending the club. The manager understands her responsibility to meet the safeguarding and welfare, learning and development and assessment requirements of the Early Years Foundation Stage appropriately for out of school childcare, and has made good progress since opening six months ago. Children are safeguarded as the manager and staff can identify the signs and symptoms of child abuse and neglect and know what to do if they were worried about a child. Most staff have had safeguarding training, which has developed their awareness of this important issue. There

is a good range of policies and procedures in place to underpin practice. Children are safe in this club because staff are vigilant in their supervision of them and conduct risk assessments to ensure any hazards in the environment are identified and made safe.

The manager is committed to the continuous professional development of staff and ensures they have regular opportunities to access training, which will benefit children's development and improve the quality of teaching in the club. Four of the six staff hold a level 3 childcare qualification and one member of staff is currently studying towards a childcare degree. The impact of these qualifications is realised as the quality of teaching is good and staff are knowledgeable and professional. The manager has identified that staff would benefit from some training in play work, to enhance their practice with the older children and this is being addressed. Staff have regular supervisions and the manager monitors practice effectively. The small staff team work closely together and communicate effectively to ensure the smooth running of the club. The systems of self-evaluation are effective in identifying areas for improvement, which will have the most impact on children's care and learning. The manager and staff team have a strong drive for improvement and want to continue to provide a high-quality after school club to the children and families they serve.

Partnerships with parents and carers is good. Staff have worked hard to build trusting relationships with parents and parents value the club and what it offers their children. Staff have developed good relationships with the school staff and share information around children's care and learning on a daily basis. There is scope to enhance these relationships further so the staff can gather more in depth information about what children are learning at school and what stage of development they are at. This will help them to support children's learning and development even further.

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

Unique reference number	EY469353
Local authority	Lincolnshire
Inspection number	936437
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	22
Name of provider	Kathryn Elizabeth Axton
Date of previous inspection	not applicable
Telephone number	07782349245

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

