

Conkers Before and After School Club

ALL SAINTS C OF E PRIMARY SCHOOL, Bassett Lane, LEICESTER, LE9 4FB

Inspection date	25/02/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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 are confident, settled and enjoy their time in the provision. They develop strong attachments with the staff, which effectively supports their emotional well-being.
- Effective practices to minimise hazards both indoors and outdoors are implemented. Robust safeguarding procedures ensure the children are protected well and feel safe in the club.
- Partnerships with parents and the school children attend are well established and make a strong contribution to meeting children's needs.
- Teaching is effective because staff know how to support children through regular conversations and build on what they know and can do. They encourage children to think through solutions for themselves so that they are active learners.

It is not yet outstanding because

- There is scope to develop children's knowledge of a healthy diet, for example, through providing activities that enable children to be more aware of the impact that some foods can have on their health.
- There is scope for children to further explore diversity to enable them to look more closely at differences, similarities and change, for example, through the use of resources or positive images within the setting.

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 engaged in activities both inside and outdoors.
- The inspector spoke to children and staff and held a discussion with the manager and owner.
- The inspector sampled documentation and records, including children's learning journals and staff files.
- The inspector viewed a sample of the setting's policies and procedures.
- The inspector took account of the views of a parent spoken to on the day.

Inspector

Alex Brouder

Full report

Information about the setting

Conkers Before and After School Club registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a private provider and operates from the main hall in All Saints Church of England School, Sapcote in Leicestershire. There is an enclosed area for outdoor play and children are also able to access the school grounds and playing fields. The setting is for children who attend All Saint School and also for those who attend Sharnford School.

The setting employs five members of childcare staff, three of whom hold appropriate early years qualifications. The setting operates from 7.30am to 8.45am and 3.15pm to 6pm Monday to Friday, term time only. Children can attend for a variety of sessions. There are currently 42 children on roll, of whom four children are in the early years age group. The setting supports children who have 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:

- provide further opportunities for children to learn about the importance of a healthy and balanced diet, for example, through ensuring that all activities consistently support children's understanding of maintaining a healthy diet

- increase opportunities for children to look more closely at similarities, differences and change, for example, by providing access to a range of resources and images within the setting that reflect diversity, in order for children to value and appreciate similarities and differences.

Inspection judgements

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

Children thoroughly enjoy attending the out of school club. They chatter happily with one another as they arrive. They show they are settled as they know the routines for arrival, such as taking their coats off and sitting in the 'triangle' for registration. There is a good balance between adult-led and child-initiated activities, and children make independent choices about which activity to take part in and whom they play with. As a result, they are happy to attend. Teaching is good and staff have a secure knowledge of how children learn, using what they know to plan activities and resources that reflect children's individual needs and abilities. Staff become involved in the activities that children undertake, coming down to their level and supporting their growing ideas as they play. As a result, all children are actively engaged in play. Staff demonstrate good teaching skills as they help children to learn new things. For example, how to make 'magic ink' from

potatoes and lemon juice. A range of useful information is gathered from parents before children begin at the setting, regarding their child's abilities and interests and some staff have prior knowledge of children's likes and interests having worked with them in the local pre-school previously to them attending the school. The information obtained helps staff to plan appropriate and worthwhile activities to support children's play and learning. Observations are completed on a regular basis using annotated photographs and samples of children's work to offer an insight into children's learning and skills. In addition, staff speak with the teaching staff within the schools children attend, to ensure that planning reflects their growing skills and abilities. This fully supports and complements the progress children are making in school. This information shows that good progress is being made towards the early learning goals.

Children persist at their chosen activity for a sustained period of time. For example, they concentrate as they grate potato, squeeze the moisture from these and 'write' secret codes. They show pride in their achievements and are enthusiastic at sharing what they have done with others. They have good imagination and use this to develop and support their own play and ideas. For example, during 'spy club' those children who do not wish to engage in 'magic writing' utilise the plastic construction bricks to make surveillance cameras, informing staff that this is to 'watch them' as they move around the setting. Therefore, children's imagination is good. Children's language skills are good and staff regularly engage children in conversations, asking appropriate and challenging questions to enhance and extend children's critical thinking. In addition, support for children who have special educational needs and/or disabilities is good. Staff take time to develop and enhance both their spoken language along with the use of visual aids, such as pictorial menu cards to enable them to know and understand the routines of the setting. Children are learning to appreciate diversity and the world around them. For example, they create lanterns for Chinese New Year as well as tasting foods that reflect this festival. However, there is scope to improve the range of play resources and displayed images within the setting to enable children to value and appreciate similarities and differences in others in the community and further afield.

Children thoroughly enjoy engaging in opportunities to develop their creative skills. For example, they make junk models, build using a range of construction, complete large artwork, paint and make dens. They begin to problem solve as they help to set the table for snack, placing the appropriate number of cups around to reflect the number of chairs available. They initiate their own play and games and particularly like being in the outdoor area in which they play team games, such as football and rugby. A range of outdoor play equipment is accessible to children, such as, bats and balls, hoops, skipping ropes and balancing beams, allowing them to practise and develop their physical skills. Children form friendships with one another. They sit and chat together as they eat, forming close, positive relationships with each other. In addition, early years children interact well with older children and become involved in their play. For example, older children are observed to include younger children in their play and congratulate and praise them when they are successful, for example, when they score a goal. This helps to promote children personal, social and emotional development. Children enjoy their time at the setting and activities complement those offered in the classroom so children are suitably rested and well-prepared for school the next day.

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

Children are happy at the setting. Relationships between staff and children are good. Secure bonds have been formed and a number of staff have worked with children previously, within the local pre-school. This familiarity helps children to settle quickly and easily. Children display good levels of confidence as they confidently engage with each other, staff and visitors. They ask questions about the activities occurring that day and question why there is a visitor at the setting. Children show they are safe at the setting as they respond to staff's questions of 'what happens if the whistle blows twice' with 'we line up by the door because there might be a fire'. In addition, children listen to staff as they are reminded to 'walk, not run' in the setting and as they move easily between the indoor and outdoor area. Parents speak about how happy their children are and how quickly and easily they settle at the club. In addition, parents have high praise for the staff and discuss the very good transition in place from the pre-school children have attended, to the school and then to the club. They comment that this has a very positive impact on how the children settle and in staff meeting children's needs very well from the moment they attend the setting. These positive experiences promote children's security and emotional well-being.

Children's behaviour is good and children of all ages behave well throughout the session. When there are times of inappropriate behaviour, such as children becoming noisy or using the equipment inappropriately, this is quickly challenged by staff and immediately resolved through discussion and gentle reminders. Staff often praise and acknowledge children's positive behaviour, which in turn promotes their self-esteem. Children of all ages play together, take turns and share. As a result, the setting has a calm and happy atmosphere. Overall, children's health and well-being is good. They engage in a range of daily routines to support and promote their awareness of maintaining their own health, for example, washing their hands before meals and after toileting and using tissues as and when needed. A good balance of snacks are offered to children, such as, cereals, fruit and toast further supporting their health. Children discuss good foods to eat and make appropriate choices when selecting toppings for their toast. However, some children request sugar to add to their cereals which staff provide. Therefore children's understanding of healthy eating and a balanced diet is somewhat compromised. Staff ensure any special requirements regarding children's dietary needs are known and understood before they begin so that children are only given foods that are suitable to their individual needs. For example, any allergies are fully discussed and recorded appropriately and shared with all staff, to ensure that all are fully informed of children's individual needs and can respond appropriately should the need arise. Staff ensure that children have access to the outdoors every day to support children's physical development and enhance their health and well-being.

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

Management and staff are clear of their responsibilities towards protecting children from harm and neglect. They clearly explain the indicators regarding the signs of abuse and neglect and discuss how they would liaise with the appropriate agencies should they have

concerns about a child in their care. In addition, children are further safeguarded through an effective recruitment, vetting and induction procedure, ensuring that staff working with children are safe and suitable. Furthermore, children are safeguarded through the implementation of clear recruitment, vetting and induction procedures, which ensures the suitability of staff working with them. The areas in which children are cared for are safe and secure. Thorough risk assessments are in place, along with daily visual checks to ensure that any potential hazard is minimised. An appraisal system has been developed to assess staff's effectiveness at the setting, ensuring that any gaps are identified and training offered or in-house support to overcome any gaps in staff's knowledge and understanding.

The registered person, manager and staff have a good overview of the requirements of the Statutory framework for the Early Years Foundation Stage in order to guide and shape their practice. As a result, activities both planned and child initiated, supports and enhances children's learning. The registered person ensures that staff practice is monitored through regular observation. Regular meetings occur in which the owner, manager and staff discuss day to day practice to enable them to identify potential gaps in the provision to ensure that these can be amended quickly and efficiently to support children's needs. All staff demonstrate a strong commitment to the continual development of the whole setting and it is clear that the owner values their opinions on how to develop the setting. Although there is no formal self-evaluation, the owner, manager and staff discuss their strengths and areas for development on a regular basis. As a result, targets have been set for future improvement.

Partnerships with parents and carers is good. Parents spoken with are positive in their comments and value all staff's enthusiasm and good knowledge of the children. Children also state that they enjoy coming to the setting, joining in the fun activities and playing with their friends. Staff are aware of their responsibilities to support children with special educational needs and/or disabilities in order to ensure their continuing needs are met and do this well for those that attend the setting. Good links are in place with the schools that children attend ensuring that children have continuity of care and that activities offered enable children to consolidate their learning and development.

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	EY469153
Local authority	Leicestershire
Inspection number	933652
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	42
Name of provider	Kerry Louise Robinson
Date of previous inspection	not applicable
Telephone number	07890688852

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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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