

Lydgate After School Club

Lydgate Infant School, Lydgate Lane, Sheffield, South Yorkshire, S10 5FQ

Inspection date	03/03/2014
Previous inspection date	14/05/2009

The quality and standards of the early years provision	This inspection:	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 requires improvement

- Staff have a sound knowledge and understanding of the Early Years Foundation Stage. They know the children well and have a suitable understanding of their capabilities and individual needs.
- Staff engage children and enable them to have ownership of the setting as they implement children's ideas and suggestions to plan a range of activities which the children enjoy.
- Management staff and the committee reflect on their practice and effectively act on identified areas for further improvements.
- Effective recruitment procedures are in place. This ensures children are cared for by suitable, qualified staff.

It is not yet good because

- Partnerships with the school are not fully robust for the children in the early years age group to ensure their learning and development is monitored effectively.
- Children's safety is at times compromised through the lack of effective risk assessments regarding the outside play area.

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 engaging in a range of activities.
- The inspector talked to children and staff throughout the inspection.
- The inspector looked at children's development records and observation, planning and assessment procedures.
- The inspector looked at a range of documentation including risk assessments, policies, procedures and staff records.

Inspector

Karen Byfleet

Full report

Information about the setting

Lydgate after School Club opened in 1992 and is on the Early Years register and the compulsory and voluntary parts of the Childcare Register. It is committee led and operates from premises within Lydgate Infant School in Sheffield. The setting has access to the dining hall and outdoor play areas within the school grounds.

There are a total of 23 staff, which includes 20 permanent staff and three casual staff. Eight of the permanent staff hold relevant childcare qualifications at levels 2, 3 and 6, and one is working towards a level 2 qualification. The setting receives support from the local authority. It is open from 3.15pm to 6pm Monday to Friday during term time only. There are currently 100 children on roll, 26 of whom are in the early years age group.

What the setting needs to do to improve further

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

- improve partnership working through more robust communication links with the school, so that activities fully support and complement the next steps in children's learning as identified by the teachers in school.
- ensure aspects of the environment are checked on a regular basis, with specific regard to children's safety in the outdoor play area, in order to minimise or remove any risks.

Inspection judgements

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

Staff have a sound knowledge and understanding of the Early Years Foundation Stage. All children in the early years age group have a designated key person who undertake observations of children's learning through a range of activities that link to the seven areas of learning. Although the key persons liaise with teachers within the school, exchanging information with regard to children's well-being, they do not effectively share and exchange their observations and assessments of children's learning needs. This means their next steps are not clearly identified. Therefore, children's learning is not fully supported and consolidated in the setting to ensure their progress is consistently good in all areas. Nevertheless, children enjoy their time at the club, so they are suitably rested and well prepared for school the next day.

A warm and welcoming environment is presented to children as they arrive at the setting. They enter with enthusiasm and look forward to the activities on offer. Children have

formed positive relationships with their peers and the adults caring for them. They eagerly chat about their day and play cooperatively together. A good range of toys and resources are available that children are able to easily access. Teaching is good as staff engage with the children, knowing when to involve themselves in children's play and when to step back. This enables children to have space and time develop their own ideas. Staff ask age-appropriate questions which help to prompt children's thinking and encourage them to try new things. Children are encouraged to have ownership of the setting. They are consulted about their ideas and suggestions for activities, which staff then incorporate into their planning of activities.

Children routinely enjoy creative and imaginative play, which helps them develop their communication, language and literacy skills and supports their creative thinking. For example, they become engrossed in writing letters and making cards and envelopes in the craft area. They clearly enjoy imaginative play as they role play with a good range of dressing up clothes and small world figures. Outdoors, children access a range of fixed equipment in the school playground which they use with ease and confidence, and this enhances their physical skills. Children are confident to speak with visitors and express what they like about their club and the activities they enjoy. For example, they enjoy the craft table, being with their friends and playing with the small world figures.

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

Children are happy and settled in the setting. They are confident to approach staff and ask for extra resources they wish to have. Children are well behaved. Older children support the younger ones in their play and all children play cooperatively, taking turns and sharing resources. Staff engage with the children, joining in their play and offering praise and encouragement, which further promotes good behaviour. Children know and follow routines well. On arrival they hang up their coats and bags and wait to be signed in before going to wash their hands prior to snack. Children are supported to adopt healthy lifestyles. For example, they enjoy spending time outdoors engaging in physical activities. Healthy foods are presented to children and they enjoy fresh fruit on a daily basis. Children are able to independently access drinks of fresh water throughout the session, ensuring they are kept hydrated. Children are developing a sense of how to stay safe in an emergency as they follow the setting's rules and boundaries, and by practising the emergency evacuation drill regularly.

Children make a smooth move between school and the after school care. Staff exchange information daily with teachers of the school with regard to children's welfare as they collect the children, ensuring they are aware of any issues that may need to be passed to parents. The good partnerships staff have developed with parents are effective in enabling them to share information about children's well-being. The setting has sole use of the school canteen and the school playground for their sessions. The indoor premises are secure and the environment is well organised with dedicated areas for the different activities. Parents and other members of the public are able to easily access the school playground as they collect children from the extra-curricular activities that they have stayed behind to do within the school. Therefore, the outdoor area is not always fully secure to ensure children attending the after school setting are safe at all times. Children's

health and well-being are assured as any accidents are dealt with appropriately by staff who have attended first aid training. Accidents are well recorded and parents are fully informed at collection times.

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

The setting is led and managed by a volunteer committee and a manager who works alongside the staff. The recruitment of staff is robust as enhanced checks and references are undertaken. All staff have attended relevant training in safeguarding and have a good understanding of their responsibilities in this area and the procedure to follow in the event of any concerns regarding child protection. A detailed policy and procedure file is available for parents and any volunteers. Regular monitoring and appraisals of staff performance mean that any further training issues can be identified and addressed. This ensures children continue to be cared for by suitable staff.

Staff have implemented systems of observation and assessment which enable them to monitor children's progress over time. However, the partnership with teachers within the school is not robust, to ensure children in the early years age group are fully supported in their learning and development and that their progress is monitored effectively. Self-evaluation of the setting enables the committee and staff to identify and address any areas for improvement. Suitable, achievable targets are set which involve parents in the setting. For example, the manager has identified one area of improvement is to engage parents more. She has approached some parents who speak other languages and asked if they would be willing to record stories in their home languages; this will help to raise children's awareness of different languages.

Staff are well deployed around the setting and good staff-to-child ratios mean children are well supervised. The indoor premises are safe and secure with an effective system in place for handing over children to parents and/or carers at collection times. Risk assessments are undertaken and cover most areas of the provision. However, risk assessments do not robustly cover all risks posed to children in the outdoor play area at all times. All visitors are required to show identification and to sign in and out of the setting. Staff speak with parents on a daily basis when they collect their children, passing on information from school and informing them of what the children have enjoyed doing in the setting. Confidentiality is well maintained with documentation being stored securely and there is a private office available for meetings with parents if required.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	300767
Local authority	Sheffield
Inspection number	818623
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	26
Name of provider	Lydgate After School Club Committee
Date of previous inspection	14/05/2009
Telephone number	07931715889 after 1430

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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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