

F.A.S.T. After School Club & Holiday Club

Farington Primary School, Rose Street, FARINGTON, Leyland, PR25 4GH

Inspection date	06/03/2014
Previous inspection date	25/02/2010

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

- Staff know each child and support them well through their conversations, play and care. Consequently, children feel happy and safe at the club and enjoy their time there.
- Children enjoy interesting activities and resources which complement their school day because staff understand how children learn through play.
- Children are kept safe from harm because staff understand how to manage risks and protect children's health and safety.
- Good partnerships with parents and school support continuity in children's care, which supports children's learning and well-being.

It is not yet outstanding because

- Opportunities for children to enjoy cosy smaller spaces to further support their well-being have not been fully considered.
- There is scope to develop the staff appraisal process to further enhance professional development.

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's arrival time and activities in the indoor and outdoor play areas.
- The inspector spoke to the manager, deputy manager and the registered provider, as well as children and other members of staff.
- The inspector reviewed documents including evidence of staffs' suitability to work with children and the setting's safeguarding policy.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Sara Edwards

Full report

Information about the setting

Farington After School Team was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the creative room and school hall of Farington Primary School, Farington, Leyland. Children attending have access to an enclosed outdoor play area. The club is open five days a week from 8am to 8.55am and from 3.15pm until 6pm, during term time. Children attend for a variety of sessions. There are currently 37 children attending and of these four are in the early years age group. The club supports a number of children with special educational needs and/or disabilities. The club employs five members of staff. Of these, one holds an appropriate qualification at level 5 and one at level 3.

What the setting needs to do to improve further

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

- provide opportunities for children to enjoy cosy, smaller spaces within the hall, for example, dens or tents to rest in and to further support children's communications and friendships
- develop the staff appraisal system to improve the support and continuing professional development of all staff.

Inspection judgements

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

Children's development is supported well because staff understand how to complement the school day through play. Staff prioritise children's personal, social and emotional well-being appropriately, particularly when considering young children's development needs. Consequently, even children who are less confident and attend less often are making good progress. Good behaviour and independence skills are developed well through effective conversations and appropriate expectations. Children are supported to play well together and look after each other and, as a result, children enjoy each other's company and talk and sing together. Staff provide lots of opportunities for children to be physically active, both inside and outdoors. For example, children enjoy scooting round the large outdoor play area and play active games and table tennis inside. Focusing appropriately on these learning areas helps children to develop key skills to support their learning, both in school and at home. Children also develop in other areas of learning. For example, children learn about changes over time as they grow carrots and describe how big they have grown.

Staff use conversations and play effectively to contribute to children's learning. For example, children develop their confidence and imagination as they play with staff

pretending to be different sea creatures. Young children demonstrate their emerging phonics knowledge with staff as they sound out different words in a game. Routines support children in developing their independence skills and activities are planned to offer challenge, communication opportunities and creativity. Children display characteristics of learning as they solve problems and persevere at their chosen activities. For young children, the key person system allows staff to focus on individual children's needs and to monitor the progress they are making in more detail. This enables them to plan focused next steps in key areas. Staff share information about children's learning with parents and parents comment on how much they appreciate what the club does in complementing the children's school learning.

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

Children have good relationships with friendly, caring staff. Staff play games with children, help them to create large junk models and sit and talk with them. They quickly notice and act when children are occasionally not involved in activities and need support or company. Consequently, children are all seen to enjoy their time at the club. Staff are good role models who encourage good manners and consideration. As a result, children's behaviour is very good as they play well together, take turns and serve healthy snacks to each other. Children enjoy a variety of physical activities and are given helpful reminders and explanations from staff, which helps children learn to keep themselves safe. A flexible snack system allows children to eat when they are hungry, which supports their physical and emotional well-being. Children learn to care for themselves and each other as staff encourage them to learn to do things independently.

There is a wide range of activities and resources available for children to choose from each day. Children enjoy ball games outside and chalk patterns on the floor. They dress up and play imaginary games. Children confidently ask for additional resources, activities and support, demonstrating that they feel secure at the setting. Members of staff respond to children's interests and requests and, when necessary, they manage children's conflicting requests with fair negotiations and clear boundaries. Because the indoor play area is a large hall, it can be quite noisy and busy with activity as children enjoy themselves. There is scope to provide opportunities for children to rest in, or enjoy, cosy smaller spaces, which would support their care needs and further support their communication and friendships.

Links between the school, parents and the club are strong and effective. Children are supported well as they move between home, school and the club each day because information is shared effectively on their care and well-being. When children start at the setting, staff use a buddy system and good inductions to make sure children settle well. Extra measures are in place to support the needs of younger children. For example, some staff spend time with reception class children in school to get to know them well and begin to build relationships.

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

Children are protected from harm because staff understand their responsibilities. Safe recruitment practices ensure staff are suitable to work with children. They are trained in child protection issues and demonstrate that they know what to do if they have any concerns, so children are protected from potential harm. The manager understands how to assess and manage risks well and the children enjoy playing in a clean, safe and secure environment. Medical needs are documented and understood by staff, in partnership with school and parents, so children's care needs are met well.

Staff understand their responsibilities to meet the learning and development requirements. They provide good care and a range of activities that complement the children's school day. They monitor the provision in their daily work with each other and during staff meetings and so ensure that children are making progress in key areas. Parents and children are involved in the setting's evaluation and practice is adapted as a result of reflection. For example, snack is now available for children to access themselves when they want to, which improves their care and provides more opportunities to develop their independence. Training has positive impact on the provision. For example, children now have more opportunities to be independent and learn new skills because members of staff have improved their understanding of how young children learn. Staff are supported in daily practice and through regular meetings, but staff appraisals have been delayed due to changes in the process. This restricts the support and professional development which staff receive at this time.

Overall this is an effective provision that provides a safe and fun environment for children and a valuable service to working parents. Parents comment on how welcoming the staff are and how they 'go above and beyond' in their care for the children, particularly those with special educational needs and/or disabilities. Partnerships with parents and school contribute very effectively to the continuity of children's care and learning and so provide good support to their development and well-being.

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	309656
Local authority	Lancashire
Inspection number	876851
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	37
Name of provider	Farington After School Team Committee
Date of previous inspection	25/02/2010
Telephone number	01772 421977

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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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