

Lantern Lane Kids' Club

Lantern Lane Primary School, Lantern Lane, East Leake, LOUGHBOROUGH, Leicestershire, LE12 6QN

Inspection date

16/01/2014

Previous inspection date

12/12/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

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 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 safeguarded because practitioners have a sound understanding of the child protection procedures.
- Children are settled, happy and content because they have built strong attachments with practitioners and each other.
- Well-established routines ensure children behave well and are confident in their play.

It is not yet good because

- Documentation required for the safe and efficient running of the club is locked in a cabinet, for which only one practitioner has a key. This means if this practitioner is absent information, such as, children's emergency contact details and medication records are not available to ensure their safety and well-being.
- Information gathered from parents does not include details of who has parental responsibility to help practitioners support children's well-being.
- Self-evaluation does sufficiently focus on teaching and learning or take account of the views of parents, to identify clear priorities that will continue to improve the club over time.

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 checked evidence of suitability and qualifications of practitioners working with the children and the provider's documentation.
- The inspector observed children's play.
- The inspector spoke with the manager and the other practitioners at appropriate times throughout the observations.
- The inspector spoke to parents of the children who attend the out of school provision.

Inspector

Tina Garner

Full report

Information about the setting

Lantern Lane Kids' club was registered in 2003 and is on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It operates from Lantern Lane Primary School in East Leake, Nottinghamshire. The out of school club is privately owned and managed and serves the school and adjoining nursery. The out of school club is accessible to all children and they have access to the school grounds for outdoor play.

The club opens Monday to Friday during school term times, sessions are from 7.30am until 8.40am and 3.15pm until 6pm. Children attend for a variety of sessions. There are currently four children attending who are within the early years age range. The club employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and three have level 2 qualifications.

What the setting needs to do to improve further

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

- improve the organisation and storage of records to ensure they are easily accessible and readily available, to ensure the safe and efficient management of the setting
- ensure information gathered about each child includes detail regarding who has parental responsibility for the child.

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

- improve processes for self-evaluation, in order to clearly identify areas for development. Implement an action plan for improvement and seek the views of parents.

Inspection judgements

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

Children are eager to attend and motivated to learn. They have access to a variety of age-appropriate toys and resources to encourage them to make sound progress in their learning and development. The club is mindful that children have been at school all day and plan a good range of adult-led and spontaneous activities to promote children's

learning through play. This ensures that children remain interested, stimulated and have fun. They are becoming active learners as they freely move around, selecting what they want to play with. This helps them develop good levels of independence and encourages their physical development. This is enhanced further due to well-organised outdoor games, which encourages active involvement and movement, such as, playground games of 'What's the time Mr Wolf?' and interactive ball games. Children talk regularly and confidently with practitioners and each other and are happy and settled. Practitioners demonstrate appropriate teaching methods, which enhances children's experiences. For example, when using paint the practitioner explores texture, colour and form, showing the children different items to use to make marks and discussing how they think these will work. Their early writing skills are further developed as they are encouraged to label their own work and practise making marks in a variety of situations. For example, children enjoy drawing pictures and use sponges, brushes and palette paints.

Practitioners implement the Early Years Foundation Stage into their practice as they plan and provide interesting and challenging experiences, that generally meet the needs of the children and complement their learning in other settings. The club works closely with the school. They share information and planning so that the next stage of children's learning and development is supported and enhanced. Key workers maintain clear records of achievement, which are linked with school assessment. Parents are welcomed warmly and are informed of their children's day. Sufficient opportunity is offered to contribute to their child's learning through sharing experiences from home. Therefore, practitioners build upon prior learning and parents continue children's learning at home.

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

Children attend the club happily and quickly settle-in to their play with their friends. They have developed close relationships with practitioners and each other and are confident in their company. Children feel supported and valued as they openly indicate their likes, dislikes and needs, which the staff quickly act on. The child-led planning system further promotes children's confidence and self-esteem by allowing them the freedom to express themselves. A key person system is in place, which ensures that children are supported during their time at the club. This fosters a secure and caring environment and encourages children to develop friendships across the age groups, which means children are emotionally well prepared for transitions within the school. Practitioners are good role models. They speak to the children with respect and are consistent with strategies and guidance with regards to their expectations for behaviour. For example, children are encouraged to take turns and say please and thank you, consequently, children behave well.

The indoor and outdoor space is appropriately organised to provide a stimulating and welcoming environment for children. Resources are suitably deployed and are easily accessible, which helps to foster children's choice and plays an active role in their learning. For example, children enjoy the book area, where they select books and enjoy reading favourite stories to one another. Outdoor activities are offered throughout the session and support children's physical development well.

Children learn about staying safe through daily routines and discussions. Practitioners gently reinforce rules, which ensure children develop an appreciation of safe behaviour and an awareness of others while playing together. For example, children are gently reminded not to run in the setting. Their understanding of safety is further enhanced as they learn about fire safety. They know the procedure for evacuation in an emergency and the manager regularly practises this with them. As a consequence, children show an awareness of personal safety. However, because children's personal records, including medical records and their parents' and carers' emergency contact details, are locked in the cabinet, practitioners' ability to ensure children's safety and well-being in an emergency is compromised. Snack time provides children with opportunities to cultivate independence appropriate for their age. Practitioners provide the children with a well-balanced range of foods and appropriate equipment to make their own snacks. Children learn about being healthy as they chat with practitioners about healthy foods and discuss what being healthy means. The children develop self-care skills over time. Older children independently wash their hands and pour drinks for themselves and the youngest children are gently reminded about the importance of hand washing and are supported to do so.

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

The club has updated safeguarding policies and all practitioners have recently received local authority safeguarding training, meaning that they are aware of their roles and responsibilities in regards to protecting children. The manager has a sound knowledge about the safeguarding procedures and where to get support from if required. Risk assessments of the environment are carried out periodically and when there is a need, using a checklist to ensure all areas are covered and any risk to children is reduced. Security is maintained with specific regard to the arrangements for children's safe arrival and collection, as children are now signed in and out of the club. All practitioners go through an induction preparing them for their role and have undergone further training, such as, first aid and behaviour management. The club works with the local authority and has taken guidance from a development worker supporting the setting to be more reflective and refine operational plans. However, self-evaluation is still not clear in identifying key areas the provision wants to focus on for development. Furthermore, parents have not had the opportunity to contribute to the process so that it reflects their views. The manager is beginning to monitor the records she keeps. However, records, policies and procedures are stored in a locked cabinet to which only one practitioner holds the key. As a result, documentation necessary for the safe management of the club is not always available to ensure children's safety and to enable staff to meet the needs of all children.

The manager has worked hard and now has a sound understanding where each child is developmentally and how they are progressing through information gathered in 'all about me' files and via individual 'membership forms'. This ensures any children needing additional support are swiftly identified and action can be taken. However, information gathered does not include details of who has parental responsibility so that practitioners

can monitor children's well-being. The club has developed provision for staff supervision and appraisals, which support the manager to monitor, coach, mentor and support the team, particularly within their teaching. Practitioners are deployed appropriately so the children gain effective interactions and use of the whole provision. The club has developed a good relationship with the school and they share information well. The manager can call upon the support of the head of the school and seeks additional information from classroom teachers regarding children's 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	EY260535
Local authority	Nottinghamshire
Inspection number	899605
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	58
Name of provider	Sonya Ann Elliott
Date of previous inspection	12/12/2012
Telephone number	0777 8019300

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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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