

R A Butler Schools Late Play Club

R A Butler School, South Road, SAFFRON WALDEN, Essex, CB11 3DG

Inspection date	26/03/2014
Previous inspection date	13/10/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 is promoted with good teaching using interesting and stimulating recreational activities.
- Successful partnerships with parents ensure children feel emotionally secure and ready to enjoy the play and learning opportunities on offer.
- Staff are calm and friendly. This contributes significantly to children's very good behaviour and their sense of security at the club.
- Staff put their very good safeguarding knowledge into practice and this protects children in their care.

It is not yet outstanding because

- Opportunities for other providers of the Early Years Foundation Stage to share children's learning in their setting have not been fully exploited. Therefore, there is scope to enhance the planning of activities to complement school experiences.
- Children do not always wash their hands before eating the snack when they first arrive from school. Therefore, they are not supported fully in developing their understanding of how to rigorously maintain their good health.

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 indoors and outside and reflected on children's learning through play and recreational activities with the manager.
- The inspector, staff and children had wide ranging discussions at appropriate times during the inspection.
- The inspector looked at documentation related to the management of the setting, children's progress and discussed self-evaluation.
- The inspector took account of the views of parents through short discussions.
- The inspector checked evidence of suitability and qualifications of staff working with children.

Inspector

Alison Reeves

Full report

Information about the setting

R A Butler Schools Late Play Club was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the grounds of R A Butler School in Saffron Walden, Essex. The club serves the local area and is accessible to all children. It operates from a building in the grounds of the school and there is a fully enclosed area available for outdoor play. The club employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and 3. The club opens Monday to Friday from 7.45am to 9am and from 3.30pm until 6pm during term time and from 8am to 6pm on non-pupil days. Children attend for a variety of sessions. There are currently nine children attending who are in the early years age group.

What the setting needs to do to improve further

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

- extend the two-way flow of information with other providers of the Early Years Foundation Stage to enhance the planning of activities to complement school experiences and to provide a more complete picture of children's progress

- ensure robust hygiene routines are consistently followed to promote children's good health.

Inspection judgements

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

Children enjoy a varied and interesting range of recreational activities. These promote children's learning through play and help them to consolidate what they know. Staff have a secure knowledge of how children learn and develop. Children have a free choice of activities, which cover the seven area of learning. Children particularly enjoy the creative and craft activities. Many of the children's creations are on display making the environment colourful and bright. Children make posters to celebrate religious festivals. They have made spring flowers, decorated eggs and produced some interesting items for Mother's Day. Children use the construction sets, showing great concentration as they build vehicles and structures. This supports children in developing their problem solving abilities and their awareness of shapes and size. One child works with one of the staff to build a plane, attaching wings and the nose cone to the body. Another builds using a specific pattern of coloured blocks to achieve the desired effect. Children get along well, they chat in small groups and sit together to watch films, relaxing on the comfortable cushions. Staff interact well with the children. They chat to children about their day in school, about their families and about the activities. Staff use these opportunities to

extend children's learning by using open questions that encourage children to think, predict and suggest their own way of doing things.

Staff gather information from parents and from the children about their interests. This is used to plan the programme of activities. Staff have a good understanding of the Early Years Foundation Stage and use this effectively to support children's learning. They use good teaching methods and recognise that children have had a full day in school so need time to relax. Plans show that the staff are looking at the needs of individual children. They have purchased additional resources to support a child with a particular interest in numbers. This means they have age-appropriate games that interest the child and are fun to play. This enables the child to consolidate her mathematical learning.

Staff regularly observe the children as they play. They listen to them read their school reading books and look at samples of their artwork and activity sheets. Staff use this information to assess children's progress towards the early learning goals. All of the children are making good progress. The staff use the observations and the learning journey book to share children's achievements with parents and school staff. However, there is scope to extend the information from the school about children's current targets, so that staff have a full picture of each child's achievements to help them tailor activities more precisely and to complement what is done in the classroom.

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

Children are eager to attend the club. They make friends with children of all ages and develop relationships with staff that help them to gain a sense of safety and security. Older children are positive role models. They happily talk to the younger children offering friendship and support. This effectively promotes the youngest children's sense of well-being. Children's confidence is demonstrated by the way they make the move each day between the school classroom and the club. They come in happy and smiling ready for an afternoon of fun. Children have lots of opportunity for choosing what they do. Staff provide a good variety of activities that match children's differing needs. The key person and the manager know the children well. All staff establish effective relationships with parents that support children's well-being. Staff are well deployed throughout the setting. In the outdoor area, staff use walkie-talkies so they can communicate with their colleagues inside. This means that children are able to play indoors or outside depending on their preference because staff can communicate effectively with one another at all times. This effectively promotes children's safety and supports their preference for playing in their chosen environment.

The careful supervision by staff means that children take managed risks as they learn valuable skills. They use some of the school climbing equipment as well as the balls and skipping ropes that help them to keep active. The club use the school hall for energetic play if the weather is very poor and prevents them from going outside. This ensures all children have the opportunity for physical play to help maintain their health and fitness. Staff have worked with an experienced forest schools practitioner to develop part of the outdoor area. This provides children with the opportunity for digging and exploring the soil and natural resources as part of their outdoor play and learning.

Children are very sociable and inclusive. Children eat tea together in mixed groups at tables. The children choose what they will have as the filling in their roll or wrap. This means staff can provide the correct quantity of fillings and no child is left with something they do not want to eat. The children prepare their own tea and this promotes their independence very well. Children enjoy a well-balanced diet at the club. Fresh fruits, vegetables and yoghurts are offered each day. Staff encourage children to make healthy choices and use mealtimes as an opportunity to teach children about healthy eating. Children follow good hygiene routines before tea, when everyone washes their hands. Unfortunately, this is not always the case when children have the fruit snack on arrival. Staff do not ensure children wash their hands at this time and this does not help to consistently support their good health. Staff prepare the fruit and children help themselves to an individual bowl so if hands are not properly clean they are not handling other children's food, which minimises the risk of cross-contamination. Staff have attended food hygiene training and wear aprons and gloves when preparing and serving foods. Children are very well behaved at the club. They act responsibly, helping with tasks, are polite to one another and to staff. This is because they understand what is expected of them and are effectively supported by the calm and friend manner of the staff.

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

All of the staff team have secure knowledge of the safeguarding and welfare requirements. They are clear about their individual roles and responsibilities. The policies and procedures are reviewed and updated to ensure they fully support staff in the day-to-day organisation of the club. Recruitment procedures are robust. This ensures staff are suitable to work with children. The induction process supports new members of the team in developing their knowledge and understanding of what is expected of them. Knowledge of safeguarding practice is secure. Staff recognise the possible signs that children may be at risk of harm and explain the appropriate action to take if such concerns arise. They have the relevant details for making a referral to the local authority should it be necessary. The environment is checked daily to ensure there are no hazards. Staff review the risk assessment each year to make sure the children and any adults on the premises are kept safe.

The staff regularly reflect on their practice. This helps them to look for improvements and to identify any training needs. The views of parents and the children are always included. Since the last inspection, the team has made a number of changes to improve the provision for children. They have reviewed the process for observation, assessment and planning to better meet children's learning needs. They have enhanced the opportunities for children to be more involved and independent at mealtimes. The 'achievement tree' display celebrates children's achievements and boosts self-esteem. The manager has a good overview of the club and is monitoring practice effectively. Consequently, staff are up-to-date with essential skills. They use their training to teach children effectively and the programme of activities and specific planning for the early years children meets their individual interests.

Partnerships with parents are effective. They make very positive comments about the club and the staff team. Parents say 'I am happy with the club, it's great.' They appreciate the flexibility of staff when they need extra session. They also say 'Staff ask about my child's needs' and 'The pictures and writing she brings home are amazing.' Relationships with school staff ensure children are safely delivered to the club after school. The Special Educational Needs Coordinator at the school liaises with club staff and this ensures children and their families get appropriate support.

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	203876
Local authority	Essex
Inspection number	865221
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	120
Name of provider	RAB Late Play Club Committee
Date of previous inspection	13/10/2011
Telephone number	01799 523651

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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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Piccadilly Gate
Store St
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M1 2WD

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