

The Afterschool Club

Bishop Lonsdale Primary School, Eccleshall, STAFFORD, Staffordshire, ST21 6AU

Inspection date

31/03/2014

Previous inspection date

19/10/2010

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 establish strong bonds of affection with all children, which supports their well-being.
- The children are able to make informed choices about the resources they play with, which in turn helps them to develop their independence.
- All children behave well and respect each other, which means they feel valued and welcomed at the setting.
- Safeguarding is sound. Staff are knowledgeable about the procedures to follow if they have a concern about the welfare of a child in their care.

It is not yet good because

- Adult-led and child-initiated activities are not balanced, do not always provide high levels of challenge and are not always tailored to the needs of children across all areas of learning. As a result, children's progress is satisfactory, rather than good.
- Systems for observing children do not always take into consideration their needs and interests in order to fully complement children's learning from school. This means that the provision for younger children is not always tailored to fully meet their learning and development needs.
- There is scope to further extend children's knowledge of healthy living and practices within snack time and hygiene routines.

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 as they played.
- The inspector looked at relevant records, policies and procedures in place.
- The inspector talked to the manager and staff about their understanding of their roles and responsibilities.
- The inspector took into account the views of the parents.

Inspector

Vicky Orlando

Full report

Information about the setting

The Afterschool Club is privately owned and opened in 1997. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Bishop Lonsdale Primary School in Eccleshall, Staffordshire. The setting has use of a designated classroom and toilets. There is access to the school playground and playing fields. The setting serves children and families from the local and surrounding areas. Currently there are 38 children on roll, of whom one is within the early years age group. Children attend for a variety of sessions. The setting opens each week day during school term times. Sessions are from 7.45am to 9am and from 3.30pm to 6pm. There are two members of staff who work directly with the children. One holds an early years qualification at level 3 and one at level 2.

What the setting needs to do to improve further

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

- improve the use of information gained from observing children to provide further challenge for children and extend their learning and development so that it complements the learning that takes place in school.

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

- provide more opportunities for adult-led activities which cover all of the areas of learning and provide high levels of challenge for children so that they can extend their knowledge and understanding and make good progress
- provide more opportunities for adult-led activities, which cover all of the areas of learning and provide higher levels of challenge for children so that they can extend their knowledge and understanding and make good progress

Inspection judgements

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

Children enjoy the time they spend at the out of school club and are pleased to be greeted by the staff at the end of each day. There are a variety of activities that are available for children to select at any time, which range from drawing, construction, video games and creative activities. Children delight in the outdoor area and like to sit on the benches in sheltered areas and they enjoy practising physical skills on the tyre obstacle course in the school grounds. Children are encouraged to select their own activities as the staff are

aware that children want to feel relaxed following a full day at school. At times, the activities that are provided lack a good level of challenge and, therefore, do not always maintain the interests of children or help them make best progress.

Routine observations are made on children at the setting, that indicate what they enjoy doing and which activities they select. However, staff do not always extend the use of this information to plan more of a balance of adult-led activities that takes into consideration the interests of children to complement the learning that takes place in school. Parents are welcomed at all times into the setting. Parents spoken to on the day felt very happy with the care and disclosed that their children would rather attend the setting instead of other local activities and clubs available. Staff discuss on a daily basis with parents what their child has done at each session and the club allows parents the flexibility to select when they require the service.

Children have access to some of the instruments as they enjoy making their own songs and music compact discs to listen to in addition. They also have the opportunity to feel like a valued member of the after school club and enjoy the opportunity to produce displays of their own work. This celebrates each child's achievements and allows children of varied ages to feel included and involved.

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

Children develop warm relationships with the staff in the setting. This enables them to form secure attachments and promotes their well-being and independence. There is a key person system in place and all children approach staff with any concerns. Staff ensure they gather information from parents at the start of the placement so that they know about each child's individual needs. There is a good range of resources, which children can select from to support their play. Children have good opportunities to relax after their day at school.

Children's personal, social and emotional development is fostered well. They really enjoy spending time with the staff and they enjoy sharing books and stories together. Children's independence skills are fostered well and children enjoy making snacks of toast. All children fully respect and care for each other, as older children ask younger ones 'Would you like some toast?' and make sure everyone present is included within this snack routine. However, sometimes opportunities are missed to further extend the children's knowledge of the importance of healthy living by ensuring all children wash their hands before eating snacks and varying the choice of healthy snacks available so that this can provide discussion of the importance of healthy living.

Staff know the children very well and they act as good role models. Behaviour in the after school club is good and older children are considerate and caring towards younger children. Children of different ages play very well together and some close friendships have been established. Children are developing a secure sense of safety in the setting and staff offer gentle reminders to ensure children learn about sitting on chairs so they do not fall off. The environment is safe, secure and welcoming and children enjoy their time at

the setting. This promotes children's sense of belonging. Staff liaise with other settings and the school, which means children experience continuity of care.

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

Staff have a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They have a good understanding of safeguarding and know the procedures to follow should they have any concerns about a child in their care. They have completed appropriate safeguarding and first aid training, which means they are able to respond to children in an emergency or treat minor injuries appropriately. A variety of policies and procedures are kept up to date. Regular fire drills are implemented when new children start the setting. Appropriate policies are in place concerning accidents and medication for children and risk assessments are implemented daily to ensure that the children's environment is safe at all times. Visitors are escorted in and out of the school building and staff open and lock the gate to allow parents access at pick up times. These practices help to promote children's safety and well-being effectively. Recruitment and vetting of staff are thorough and ensure staff are suitable to work with children.

Monitoring of staff practice is satisfactory. The provider ensures any underperformance of staff is tackled and staff practice is supervised daily. Staff communicate with teachers daily to find out about children's achievements. Although, there are some inconsistencies in how effectively this information is used to tailor the provision for children in order to complement the learning that takes place in school.

The provider does have some clear improvement plans in place and the process of self-evaluation is developing. For example, he plans to improve the provision by moving into a more appropriate classroom designated for the setting, which will allow the staff to prepare the room and activities before school ends. Improvement plans also take into consideration the views of the children who attend and parents via questionnaires where they can voice their opinion about the provision and encourages them to request any changes they would like to see. Partnerships with parents are positive and they receive daily discussion and feedback from the staff during collection time. The provider works well with outside agencies and has experience of working with other professionals in order to meet complex needs of some children. He shares information periodically and follows advice in his work with children in order to meet social and emotional needs.

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	218367
Local authority	Staffordshire
Inspection number	876315
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	38
Name of provider	James Leslie Byatt
Date of previous inspection	19/10/2010
Telephone number	07870657270

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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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