

Leckhampton After School Club

Leckhampton Primary School, Hall Road, CHELTENHAM, Gloucestershire, GL53 0HP

Inspection date	24/04/2014
Previous inspection date	Not Applicable

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 provide a relaxed and welcoming environment where children can be active, play with their friends or simply rest at the end of the day.
- Children are kept safe because staff have a good understanding of their responsibility to safeguard them.
- Children are provided with a programme of exciting and varied activities, including those led by outside professionals. As a result, they are interested in their learning and constantly developing new skills.
- Partnership working with parents is promoted very well. This means that information about children's individual needs, care and learning is shared effectively.

It is not yet outstanding because

- Opportunities for children to use information and communication technology resources are not freely accessible to teach children to explore, understand why things happen and how things work.
- Snack time routines do not always facilitate children's developing self-help skills and independence.

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 and interactions between staff and children in the main playroom and outdoor environment.
- The inspector spoke with the manager, staff and children during the inspection.
- The inspector looked at a range of documentation, including children's assessment records, planning, policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, and discussed the provider's self-evaluation and improvement plans.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector
Julie Swann

Full report

Information about the setting

Leckhampton After School Club registered under new ownership in 2013 and is privately owned. It operates from a room in Leckhampton Primary School, in Leckhampton, near Cheltenham, Gloucestershire. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children have access to a classroom and toilets in the school, and the school outside play space. The setting opens from 3pm until 6pm five days a week, during school term times only. There are currently 80 children on roll and four members of staff, including the manager, who work with the children. All hold appropriate childcare qualifications to levels 2 and 3.

What the setting needs to do to improve further

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

- increase opportunities for children to use information and communication technology resources to explore why things happen and how things work
- extend children's independence and self-care skills, for example through enabling them to serve their own food and pour their own drinks at snack times.

Inspection judgements

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage and how to promote children's development through active play and exploration. This is because they find out important information about the children in order to support them effectively. For example, staff work closely and consistently with parents to gather detailed information regarding children's learning needs before they start at the setting, and as an ongoing process. Staff record observations and every child has a learning folder. Staff plan effectively for each child's next steps in learning and follow the Playwork Principles to enthuse and motivate children's learning through play. For example, children can participate in craft activities, play games, use construction resources or play outdoors. Therefore, there is something on offer at all times for all children, whatever their age and interests. As a result, children are happy and make informed choices appropriate to their daily individual needs.

Children quickly settle and eagerly choose and initiated their own activities, which enhances their confidence and encourages them to drive their own learning. There are plenty of opportunities to be outside and be active, or to play peacefully at the end of the school day. Many children spend much of their time outdoors and develop a positive

attitude towards physical activity because staff take part themselves, which adds to the children's enjoyment. For example, a group of children thoroughly enjoy competing in a football match. Children have fun as they make daisy chain 'necklaces' and 'bracelets' with their friends and re-enact real life experiences as they become deeply engrossed in their imaginary play using sticks and wood as they build 'camp fires'. Children have good opportunities to use equipment, such as skipping ropes, hoops and a variety of bats, balls and wheeled toys, to further develop their physical skills. Staff help to develop children's mathematical skills through the playing of games, such as bingo and chess. However, access to resources supporting children's interest in information communication technology is limited. As a result, their future skills around their understanding and competency in using technology equipment to support their learning are not always fully promoted.

Good levels of support from staff and effective use of open-ended questioning while children play encourage their developing communication and language skills. For example, one member of staff sits with a child and talks to her about the toy that she has brought to show from home. Staff also sit and read with children when asked, which supports them in developing their literacy skills. Resources, such as paper, pens, crayons and pencils, are freely accessible. Staff support children to practise their writing skills and encourage their creativity as they use the resources to draw and colour in pictures; they then display these throughout the setting, showing that staff value all children's efforts. Staff have implemented a key person system, which is successful in making links with parents and ensuring that children's needs are met. Daily discussion takes place on collection between parents and staff, and this means that parents are well informed about their child's activities and their successes celebrated.

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

Children forge good relationships with each other and the staff in the setting. On arrival, some of the children fondly greet staff with a quick hug before putting their personal belongings away, then begin playing. This greatly contributes to their feelings of security, confidence and overall well-being. A well-established key person system enhances children's well-being and independence. Staff collect children from the reception classes, ensuring transitions are smooth and information about the child's welfare is effectively shared. For example, if a child is feeling unwell, they are cared for by the staff in a cosy space where they are comfortable and reassured.

Children learn to behave very well because they know what is expected of them in the setting. For instance, they know not to run inside and remind each other of this 'golden rule'. Good quality resources, both indoors and outdoors, help to provide a safe place where children can independently explore, investigate and have fun. Children voluntarily help to tidy toys and equipment away, while older children show a caring attitude towards the younger ones. For example, they readily include them in games of football and tennis. This helps to promote a calm atmosphere in the club and one of mutual respect. Children competently follow good hygiene routines with minimal support and they manage their personal needs with ease. For example, children know why it is important to wash their

hands before eating and speak confidently of getting rid of germs. Staff promote healthy eating well. For example, at snack times, children thoroughly enjoy toast, crackers, cheese and freshly cut vegetables. Older children serve their own food and pour their own drinks. However, younger children are served by staff, which does not fully promote their independence and self-care skills.

Comprehensive policies and procedures are in place that help to keep children safe, secure and healthy. Staff act as good role models to ensure children's safety and welfare are supported at all times. For example, regular fire evacuation drills are conducted. This helps children learn important messages about how to stay safe. Written risk assessments are carried out by staff, which cover all areas indoors and outside. There are effective partnerships in place between the setting and other professionals. Daily discussions with parents support a shared approach to children's progress as they are kept up-to-date about activities their children enjoy. This means that children are well supported during transitions between the school, setting and home.

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

The manager and staff have a good knowledge of their responsibilities in meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. All staff have attended safeguarding training. Consequently, they have a very secure understanding of their role and responsibilities for protecting children from possible harm or neglect, and know how to pass on concerns appropriately. The provider has robust procedures in place that help to ensure staff are appropriately vetted and are suitable to work with children. Staff are deployed well, and are therefore able to supervise children at all times and promote their safety. The premises are secure. Children's experiences at the club are positive because staff have high expectations for themselves and children. Planning is flexible to meet the needs of children, to ignite their interests, and ensure they achieve well and make good progress. All staff are motivated to extend their knowledge and understanding of early years, and are provided with regular opportunities to attend training. As a consequence staff are well trained and have a good knowledge of child development.

The manager recognises and values staff's individual skills, and empowers them to use these to benefit the club and children's learning. Good attention is paid to monitoring the quality of the service. For instance, the manager makes regular checks of children's learning records to ensure these are kept up to date and that all areas of learning are being supported effectively. Good, clear risk assessments are completed on all areas, both inside and outside, and any outings that children go on; these are regularly reviewed, ensuring a safe environment for children and staff. Staff meet regularly as a team to discuss the service they provide and children are regularly consulted as to what they would like to see included in the programme of activities, to ensure that these are of interest to them. New staff go through an induction procedure with the manager to ensure that they know how the service operates. In addition the manager monitors the performance of all staff on an ongoing basis very effectively. This includes regular

supervision sessions when staff are encouraged to reflect on their performance and identify any training needs, to move their practice forward.

Parents speak very positively about the setting; they state that they find staff very caring and approachable, and that they 'do not know how they would manage their work commitments without the club'. Staff work extremely well in partnership with the school the setting serves. Meetings are held between the Early Years Foundation Stage teacher and the setting's manager. This promotes ongoing discussion regarding what aspects of children's learning are being focused on in school, and how these can be complemented and supported by activities in the setting. Consequently, a highly effective shared approach to children's learning is promoted across the two settings.

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	EY472360
Local authority	Gloucestershire
Inspection number	944311
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	26
Number of children on roll	80
Name of provider	Calgary Child's Play
Date of previous inspection	not applicable
Telephone number	07508 856441

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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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