

Yealmpton After-School Club

YEALMPTON PRIMARY SCHOOL, Stray Park, Plymouth, PL8 2HF

Inspection date	25/04/2014
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 supervise the children effectively at all times and interact well with the children as they play.
- Staff have a good partnership with the school and the parents keeping them well-informed of how their child has been and the progress they are making.
- Staff work well as a team and make their expectations of the children clear. As a result, children behave well.
- Children are very happy, settled and well supported by the staff.

It is not yet outstanding because

- Staff involve the children in decision making about what activities they would like the staff to plan for them. However, at times the older children are more confident to say what they would like to do than the early years children.
- Staff take some activities outside for children who do not want to participate in physical games. However, these do not always stimulate children's interests.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the children in the classroom and during outside play.
- The inspector held discussions with the staff.
- The inspector sampled documentation including some policies and procedures.

Inspector

Sally Hall

Full report

Information about the setting

Yealmpton After School Club re-registered in 2013 and is privately owned. It operates at Yealmpton Primary School, Plymouth. Children have use of the year one classroom and the school's enclosed outdoor playing grounds. The after school club is registered on the Early Years Register and the compulsory part of the Childcare Register. The club operates Monday to Friday from 3.15pm until 6pm, during term times. There are three members of staff working with the children all of whom have relevant childcare qualifications at level 3. There are currently eight children on roll 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:

- review how the early years children's views are sought when giving the children the opportunity to make decisions about what they would like to do
- extend the range of activities and learning opportunities during outside play for those children who do not want to participate in physical games.

Inspection judgements

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

Children are met from school by the staff and are pleased to see their friends. They are keen to share their school news with the staff while they wait for all the children to arrive. Children are familiar with the routine as they walk to the classroom. Staff encourage the children to be involved in decision making about what they would like to do and play with. However, at times the decisions are made by the older children as the younger children are less confident to express themselves. Children have a book with photographs of all the resources to help them to say if they want anything else out to play with. The resources have been added to at the children's requests to support their individual interests.

Staff interact well with the children and join in their games outside such as playing rounders. Staff take some activities outside if the children do not want to participate in physical games. However, these do not always promote children's learning and interests particularly if the session is mainly outside at the children's requests. The children's work and photographs are displayed including comments the children have made about how much they enjoy attending the club and the activities they enjoy. For example, cooking, making models, and den building. Children learn about the wider world and diversity. For example, by learning about different countries, their culture and lifestyles as well as trying food from the different countries at snacktime. Children have use of the school computers

and the staff sit alongside the children as they use them helping them to learn as they play educational games.

Staff work at other local settings so the majority of children are already known to them before they start at the club. Staff complete observations and assessments on the progress they see the children making. They communicate the information with the other settings the children attend or the school to enable them to share with parents during parents meetings.

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

Children develop secure attachments with the staff who give the children praise and encouragement. This helps to build their confidence, self-esteem and to support their personal, social and emotional development. Children play very well together and are supervised well at all times. They listen and respond appropriately to instructions. They are familiar with the routine and have been involved in making the club rules. This helps children to learn what is expected of them. Consequently, they behave very well because staff make their expectations clear.

Children know to wash their hands before snacks and confidently help themselves to food they like and pour their own drinks. Snacktime is a very social occasion with all the children sitting together chatting about what they have been doing. Staff take drinks outside for the children to ensure they remain well hydrated after playing physical games.

Children have the use of the school grounds and say what equipment they would like to take out to play with such as footballs and bats to play rounder's. This helps their physical development and provides good opportunities to exercise their bodies. Staff teach children the importance about keeping themselves and each other safe as they play. They know they must line up and wait for everyone when going and coming in from outside play and to wait in the library until everyone has arrived. The older children are positive role models for the younger children and involve them well in their games. Children enjoy their time at the club. Staff listen well to their requests and make it a fun place for children to attend at the end of the school day.

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

Staff have a good understanding of the Statutory framework for the Early Years Foundation Stage and how children learn through play. They provide a safe and happy environment for children. Security within the school is very good. Children are booked in, in advance so the staff are clear who they are meeting from school. Staff keep a register of attendance so that it is clear how many children are in their care at all times and parents sign their child out. Staff complete daily checks to identify any hazards then inform the school so that they can take appropriate action to ensure that children have a safe environment in which to play. Fire drills are practised with the children. This helps

them to learn the procedure to follow in the event of an emergency.

Staff work well as a team and have completed safeguarding training so they are clear of the procedure to follow in the event of a concern, in order to protect children's welfare. They have a good partnership with parents sharing how their child has been and passing any messages on to parents including if a child has had an accident at school. There are good links with the school and outside agencies to seek advice and support to meet children's individual needs. Staff have regular supervision meetings and these opportunities are used to reflect on their practice and to share any concerns they may have.

Staff continually reflect on their practice to identify their strengths and areas for their own development to enhance the learning environment for children. They have comprehensive policies in place and parents are kept well-informed through daily discussions, e-mails and information displayed on the notice board. Comprehensive registration records are in place. This ensures staff have all the information to meet children's individual needs including the required parental consents to seek medical advice or treatment in an emergency.

The Childcare Register

The requirements for the compulsory 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	EY466308
Local authority	Devon
Inspection number	938649
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	16
Number of children on roll	55
Name of provider	Laura Farleigh
Date of previous inspection	not applicable
Telephone number	07831294951

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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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