

Stanton Road After School Club

Stanton Road Primary School, Stanton Road, Bebington, WIRRAL, Merseyside, CH63 3HW

Inspection date	23/06/2014
Previous inspection date	11/11/2008

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		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 confident and motivated to explore and play, which has a positive impact on their learning and development. Staff are knowledgeable about the learning and development requirements and teaching is effective.
- Partnership working with parents and the host school is strong, and as a result, children's progress and continuity in their care is effectively supported.
- Relationships between the staff and children are very good, and as a result, children's emotional well-being is effectively supported.

It is not yet good because

- The after school club's procedure to record the children's daily hours of attendance does not result in an accurate record being maintained therefore, the procedures to safeguard children are less effective and potentially compromise their safety.
- The provider's knowledge of the procedure to follow in the event of an allegation being made against a member of staff, as detailed in the written policy, is not fully secure. The written procedure does not include informing Ofsted of such allegations as required. Therefore, the procedure is not effective to protect children from harm.
- The range of resources accessible in the outdoor area is limited and is not providing children with choices to match their interest and further enhance their learning and development.

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 in the after school club's indoor and outdoor environments.
- The inspector looked at a range of documentation, including children's assessment records and planning.
- The inspector checked evidence of staffs' suitability to work with children, the provider's self-evaluation form and the development and action plans in place to secure improvement.
- The inspector took account of the views of parents and children spoken to on the day of the inspection.

Inspector

Jean Thomas

Full report

Information about the setting

Stanton Road After School Club was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Stanton Road Primary School in Bebington, Wirral. The after school club serves the local area and is accessible to all children. It operates from the community room within the school and there is an enclosed area available for outdoor play. The setting is owned by an individual and employs four members of staff to work directly with the children. Of these, two hold appropriate early years qualifications at level 2 and level 3. The after school club opens Monday to Friday from 3.15pm to 5.45pm, term time only. There are currently five children attending who are in the early years age range. Older children also attend.

What the setting needs to do to improve further

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

- ensure a daily record of the children's hours of attendance is accurately maintained for children's safety and well-being
- make sure the procedure to follow in the event of an allegation being made against a member of staff is effective and includes informing Ofsted of such allegations to ensure children are safeguarded.

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

- develop further the range of resources accessible in the outdoor play area to enhance children's play and learning opportunities in this environment.

Inspection judgements

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

Staff are knowledgeable of the Early Years Foundation Stage learning and development requirements and use this and their understanding of child development to support children's progress. They effectively meet the individual needs of children after a busy day at school. Staff fully respect the uniqueness of each child and the sessions are mainly child-led. Children confidently determine the direction of their play using the range of resources set out prior to their arrival. The routine of the after school club gives children plenty of opportunity to enjoy playing at their own pace and developing their own ideas.

As a result, children display the characteristics of effective learning. They become involved in their chosen play activities and express their own ideas. In this inclusive setting children's self-confidence is well promoted in the knowledge that they are valued and their choices are respected. The staff team are enthusiastic, and as a result children are motivated to play and learn. Staff talk to children at appropriate timing as they play and ask questions to promote discussion to further children's understanding and develop their thinking skills.

Children are active contributors to the planning of activities at the after school club. Discussions are held at various times throughout the week to ensure children who attend a variety of sessions can participate in the decision making. In addition to the planning being based on children's interests, activities are organised by staff to broaden children's learning. For example, the current focus is 'Child Safety Week', to raise children's awareness of safety issues and to support their understanding of how they can look after themselves. At the group discussion time, staff talk to the children about their opportunity to create their own safety poster and enter it into the national competition. Children enthusiastically share their ideas and give examples of safety issues they have experienced. Staff sensitively ensure each child's voice is heard as they talk about events in their lives. Some children are eager to start working on their poster straight away. They use the wide range of resources available on the craft table to create their design and enthusiastically talk about their plans for their poster. Staff support the younger children to write their names and safety slogan by saying the letter sounds as they write. This allows children to practise their writing in a fun and useful way. The staff's teaching strategies effectively help to sustain children's interest in the activity and they are given a lot of praise for their achievements. Children are confident to tell staff when they no longer want to continue with the activity. Their work is placed in a safe place for children to develop their poster further at another time.

Resources and planned activities help to capture children's enjoyment for reading and writing. Children enjoy reading and sharing books in the designated comfortable area with friends and staff. Planned activities stimulate children's interest to write their own poetry promoting their positive attitude towards different styles of literature. Children have many opportunities to be creative, for example, they paint, construct, pursue role play and make models using recycled resources. Involvement in these activities helps to further develop their problem-solving skills as they persevere to achieve results to their satisfaction. Staff are responsive to spontaneous learning opportunities to support children to practise and consolidate their current knowledge. For example, the staff's purposeful questioning when children are using building blocks to construct, prompts children to count. Children confidently move between the indoor and outdoor areas. They enjoy the outdoor environment, which offers space and equipment to pursue energetic play. For example, they run, climb and jump as they play on the large apparatus and play football and rounders with staff. It is clear children enjoy the interaction with others as they play, as they further develop their physical and social skills. However, there is not a variety of resources readily accessible to the children in the outdoor area to further enhance their learning and development.

The communication with parents and the host school's teaching staff is valued by staff. This enables them to gather information about the children and combine this with their

own observations in order to plan to support children's learning and progress. Comprehensive individual children's records of learning are maintained. These records include the children's key person's observations in written and photographic format and samples of the children's work and shows their continued progress in relation to their starting points. The children's record of learning is shared with parents and they have opportunity to contribute these records. The systems for sharing information with parents give guidance to continue learning at home. Children clearly enjoy their time at the club and activities complement those offered in the classroom so children are suitably rested and well prepared for school the next day.

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

Staff create a friendly and relaxed atmosphere and children receive a warm welcome on arrival. The manager is the key person for the children in the early years. It is clear all staff know the children very well. The partnership working with parents and the host school, results in information being exchanged to help staff meet and support children's individual welfare and emotional needs. Consequently, in nurturing children's sense of security the transition between school and the after school club is enjoyable.

Staff are positive role models for children's behaviour. The mixed age group of children enjoy each other's company. They play well together with the older children showing care and tolerance towards the younger children. Staff are consistent in encouraging children's self-esteem and confidence and in giving praise and acknowledging their achievements. Some staff are employed in the host school. This further enhances the relaxed relationship between children and staff because they know each other very well. The behaviour management strategies are in line with the host schools. For example, staff shake a tambourine to get the children's attention and the children respond to this. As a result, the consistent approach ensures children have a clear understanding of the expected levels of acceptable behaviour in the after school club and towards each other. Children enthusiastically express their thoughts about their after school club by stating that, 'it is really good' and some children do not want to go home. For example, when parents arrive to collect them some children are disappointed and ask if they can stay longer to continue playing. Children are involved in many fundraising events to support an extensive range of charitable organisations. These experiences help develop children's understanding of the needs of others. Staff plan activities to celebrate children's religious and cultural events, and this contributes to developing their sense of identity.

Staff include a range of projects that support children's understanding of healthy lifestyles and good hygiene practices. For example, activities and resources are organised for national smile month to raise children's awareness of the importance of oral hygiene. Children benefit from a choice of healthy options for snack. A cafe style snack is provided and children decide when they want to eat. This means that snack time does not disrupt children's involvement in play. The after school club has been awarded the highest grading by the food standards agency for their practice. Children demonstrate that they are independent and are fully aware of the routine of the club. When they arrive they hang up their own coats and store their bags securely to prevent tripping hazards.

Routines and planned activities support children's understanding about how they can look after themselves. This includes children undertaking basic first aid training. However, children's safety and well-being is not fully supported by accurately maintained documentation and fully effective safeguarding procedures.

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

The manager has a satisfactory knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. The manager is the designated officer taking the lead for safeguarding and has undertaken training for this role. Safeguarding procedures are prepared. Staff are familiar with these because termly review meetings are held to refresh their knowledge of all the after school clubs policies and procedures. However, the manager's knowledge of the procedure to follow in the event of an allegation being made against a member of staff is not fully secure and as a result, the written policy is not fully effective as required. There are inconsistencies in the daily record of children's attendance. The times of children's departure are not always recorded as required. These are legal requirements of the Early Years Foundation Stage and both parts of the Childcare Register. As the records do not consistently show the actual hours the children attend, it cannot be evidenced who has responsibility for children at specific times and the written allegations procedure is not effective to safeguard children. Other records are maintained as required. There are appropriate procedures in place for recruiting, vetting and checking staff, which ensure that they are suitable and safe to work with children. There is a clear induction procedure in place which provides new staff and volunteers with relevant information required to care for the children in this setting. This ensures that they are clear about their role and responsibilities. Staff are deployed to maintain high levels of supervision at all times for children's safety. Risk assessments are documented to help monitor potential risks.

The staff team work well together as a team, which creates a pleasant atmosphere for the children. The team has a range of experience and qualifications. This enables staff to plan activities and engage children well in order to support their play and learning. The manager monitors the children's record of learning, and as a result gaps in learning are identified promptly and action taken to narrow these achievement gaps. The registered person, who is also the manager, works with staff to reflect on their practice and evaluate the quality of the educational programmes. The manager carries out observations of staff performance and appraisal systems are in place to identify any areas for development in practice and staff training needs. This demonstrates the manager's commitment to develop and improve the service she provides for the children. Recommendations from the previous inspection have been met. The self-evaluation process involves seeking the views of staff, parents and children to reflect on practice and make improvements. The manager maintains a record of staff's vetting checks and training in order to monitor their ongoing suitability. The documents show accidents are recorded and parents sign these records to evidence that they have been informed of the incident.

Discussions with available parents on the day of the inspection indicate that they are

highly satisfied with the service provided by the after school club, describing it as 'wonderful' and 'fantastic'. Parents are well informed about the after school club through information on display and approachable and friendly staff. The manager and staff value and promote working in partnership with the teaching staff at the host school to help support continuity in care and children's progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure a daily record of the children's hours of attendance is kept (compulsory part of the Childcare Register)
- ensure the written procedures to be followed for the protection of children are effective to inform practice as intended. (compulsory part of the Childcare Register)
- ensure a daily record of the children's hours of attendance is kept (voluntary part of the Childcare Register)
- ensure the written procedures to be followed for the protection of children are effective to inform practice as intended. (voluntary part of the Childcare Register).

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	503199
Local authority	Wirral
Inspection number	869189
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	59
Name of provider	Lynn Marie Davies
Date of previous inspection	11/11/2008
Telephone number	01513349308

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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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