

Luke Lively Out Of School Club

Church Road, Trench, Telford, Shropshire, TF2 7HG

Inspection date	25/06/2014
Previous inspection date	04/10/2010

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

- Teaching is good. The staff have a detailed understanding of children's abilities and effectively use this knowledge to provide stimulating activities which drive children's learning.
- Children are very happy, confident and motivated to learn. They feel safe and generally show good levels of independence. Children develop strong relationships with the staff who care for them.
- The leadership and management of the club is very good. Staff understand their safeguarding responsibilities and prioritise children's safety and well-being effectively.
- Children have consistency and continuity as there are very effective partnerships between the club, school and parents and carers. Parents and carers have a high degree of trust in the staff of the club.

It is not yet outstanding because

- Occasions to ask children open-ended questions are sometimes missed. As a result, some learning opportunities for children are not extended as fully as possible.
- Opportunities to further develop children's levels of independence, particularly at snack time, are sometimes missed. As a result, not all children are actively engaged at this time.

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 main hall and outside.
- The inspector had a meeting with the manager and the committee chairperson, and undertook a joint observation with the manager.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of adults working in the setting and a range of other documentation.
- The inspector took into account the views of parents and carers and children spoken to on the day.

Inspector

Sheila Riddall-Leech

Full report

Information about the setting

Luke Lively Out of School Club was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a committee-managed setting and is registered as a charity. It is located within the grounds of a primary school in Trench, Telford, and operates from a large school hall. The club is open five days a weeks during term time, one week during the Easter break and two weeks in the summer holidays. Sessions are from 7.45am to 8.55am and from 3.30pm to 6pm during school terms, and 8am to 6pm during the school holidays. Children attend for a variety of session and come from the host school and from several other local schools. There are currently 100 children on roll, three of whom are in the early years age group. The club employs three members of staff, one of whom holds an appropriate early years qualification at level 3. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- consider ways to deepen staff understanding of the use of open-ended questioning, so that learning opportunities for children are fully extended
- review the organisation of snack time, so that all children are encouraged to develop their independence skills further.

Inspection judgements

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

Overall, teaching is good. Staff generally support children very well and use adult-planned and child-initiated activities to extend children's thinking, interests and learning. For example, staff and children have purposeful conversations as they cut, stick and make junk models. As a result, children are actively engaged in their learning and make good progress. Occasionally, some teaching opportunities are not maximised, and as a result, some children's learning is not consistently extended or always challenged. For example, sometimes staff use closed questions or directions, such as 'Put it here', rather than using open-ended questioning, for example, 'Where shall we put it?' However, during a child-initiated activity of junk modelling, questioning is good and children's learning is challenged and extended. Staff encourage the children to use different resources in a variety of ways, while at the same time maintaining their safety. Staff remind children how to use scissors with care and say to them, 'remember safe scissors'. Generally good questioning, meaningful conversations and clear support enable children to develop their knowledge when independently playing and investigating. For example, staff and children talk about their games as they play together at a water tray. As a result, children's

communication and language is supported particularly well.

Staff show a genuine interest in children's play and interactions, and as a result, relationships between children and staff are exceptionally warm and strong. Children are very happy, highly confident and generally have good levels of independence. They are active and motivated learners. They freely engage in many independently selected activities, which sustain their attention for long periods of time. For example, children play with dough from when they arrive in the club, and return to it after having snacks. Staff recognise children's progress and understand their needs and interests. Very detailed observation files for all children in the early years age group are started as the child begins attending the club, using information provided by parents. Regular observations of children are carried out, recorded and cross-referenced to the areas of learning. These records are supplemented by numerous annotated digital photographs. The files provide a delightful reference to share with parents. Children's progress in the prime areas of learning is accurately tracked against the early learning goals.

The school hall provides a very good, large space for children to explore, move and develop their physical skills, independence levels and confidence. Strong partnership with the host school enables the club to make use of other facilities and the outdoor play areas. This offers scope for many different activities to develop children's skills and learning across all ages. For example, the children enjoy riding wheeled toys along a marked road track outside. Children's movement between the club and the feeder schools is very well supported. Some staff work within the host school during the day time and know the children exceptionally well. Parents are welcomed into the club by the staff and have frequent exchanges of information. There are a very good range of quality resources available for the children. These are supplemented by access to school equipment, such as large cushions and outdoor equipment. As a result, children engage in an extensive range of self-chosen activities which interest and motivate them.

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

Children's personal, social and emotional development is very well supported within the club. This enables children to form very strong relationships with their peers, older children and the staff. An effective key-person system is in place, but all of the staff know the children very well. As a result, children show a real sense of belonging; they feel safe and have a strongly developed sense of trust. Behaviour in the club is very good and children respond to instructions and directions very well. Children have helped to develop the club rules. As a result, they are very aware of the rules and the reasoning behind them. Boundaries within the club are sensitively reinforced, which ensures that children are safe and well cared for. Children's understanding of safety issues is demonstrated well through their play. For example, children understand to ride wheeled toys along the track in one direction and not to get too close to the person in front. Staff, particularly the manager, are very positive role models for the children. They treat them with a high degree of respect and care.

Staff ensure that a clean and organised environment is provided and give children time to develop their own play activities at their own pace. Staff support children well to develop

good hygiene practices to prevent the spread of infection. For example, children respond quickly when asked to wash their hands before snack. Children are provided with breakfast and an evening snack, which are prepared on site. These are healthy, balanced and nutritious. Drinking water is freely available and children help themselves when they are thirsty. However, opportunities for all children to develop greater independence levels are missed during snack time, because they are not actively engaged in this activity and some children sit for quite a long period of time waiting to be served by staff. All children are fully independent in their personal hygiene routines. The indoor play environment gives children abundant space to move around freely and develop physical skills.

Staff work very well as a team and share information about children's care needs and interests. There is consistency and continuity of care between the club and the feeder schools. Consequently, parents are well informed about their child's needs, and children are emotionally equipped for their transitions between settings. Staff ensure that they tailor the children's care according to their needs and ages, and place good emphasis on getting to know children's preference and interests. As a result, children are involved and motivated by the interesting opportunities and experiences available to them and enjoy coming to the club.

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

There are rigorous and clearly written policies and procedures in place to ensure the safeguarding and welfare of children. These are implemented effectively to help ensure children's safety and welfare. All staff know and understand their roles and responsibilities in relation to safeguarding children. There are effective recruitment, vetting and induction procedures in place to check that adults caring for children are suitable. All the required policies and procedures, including risk assessments and emergency evacuation practices, are in place. All policies and procedures are in the process of being reviewed to ensure they are up to date.

Most staff have relevant and appropriate early years qualifications. Additional training opportunities are accessed through the local authority. Staff also work in the feeder school as well as the club, and this helps to provide consistency of care for children. All staff show a strong commitment to the care and well-being of all children. They are effectively supported by the manager of the club, who shows great passion and enthusiasm. As a result, staff support children's learning and thinking well, through meaningful conversations and interactions. Staff performance is appropriately monitored through performance monitoring interviews and very frequent, informal discussions. Staff have a good overview of the educational programme and ensure that the positive environment and good teaching methods contribute to children's progress and learning. Children's achievements are consistently tracked against the early learning goals to monitor their progress, and as a result, children achieve well. There are clear and achievable improvement plans in place, which are accurate, realistic and challenging. These are developed through discussions with staff and through parents' and children's questionnaires. Recommendations from the last inspection have been met in full. This demonstrates a strong capacity for further improvement.

Discussions with parents on the day of the inspection indicate that they are very satisfied with the service provided by the club. Parents speak in complimentary ways about the good quality and consistent care provided for their children and the skills of the manager. Parents are very well informed about the club through an attractive welcome pack and approachable and friendly staff. Frequent discussions with staff enable information to be effectively shared about children's activities. Partnerships with the host school are very strong and effective. Senior leaders from the school are on the management committee and take an active role in the club's activities. As a result, children develop high levels of confidence and are very well supported, both in the club and as they move classes and prepare for the next stage in their learning.

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	EY266590
Local authority	Telford & Wrekin
Inspection number	856054
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	100
Name of provider	St Lukes Catholic Primary School Out Of School Club
Date of previous inspection	04/10/2010
Telephone number	01952 388222

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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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