

# Andrews Angels Childcare

Leasingham C of E School, Lincoln Road, Leasingham, SLEAFORD, Lincolnshire, NG34 8JS

<b>Inspection date</b>	27/06/2014
Previous inspection date	22/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Children thoroughly enjoy coming to the club. This is because staff plan activities around their individual interests, which are challenging and fun.
- Effective practices to minimize hazards both indoors and outdoors are implemented. Thorough safeguarding procedures ensure the children are protected well and feel safe in the club.
- Staff provide a well-resourced environment so that children can make choices from the wide range of resources and become independent learners.
- Partnerships with parents are good, they are very complimentary about the club and are made to feel very welcome when they drop off or collect their children.
- The owner/manager is committed to providing a good care and learning experience for children who attend the club.

### It is not yet outstanding because

- There is scope to improve the partnerships between the club and the school to ensure even more information is shared about children's learning and development to support their progress further.
- The supervision of staff performance is not sufficiently formalised to ensure that staff are fully supported in their care of children.

## 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 club.
- The inspector conducted a joint discussion with staff and the owner/manager.
- The inspector held discussions with the owner/manager of the club, children and the staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the club's self-evaluation and action plan.
- The inspector took account of the views of parent's spoken to on the day.

## Inspector

Sharon Alleary

## Full report

### Information about the setting

Andrews Angels Childcare was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a self-contained unit in the grounds of Leasingham C of E School, Lincolnshire, and is privately owned. The after school club serves the local school and is accessible to all children. It operates from one main room and there is an enclosed area available for outdoor play. The club employs two full time members of childcare staff. The owner/manager has a qualification at level 4 and her colleague at level 5. The club opens five days a week, term time only. Opening times are from 7.30am to 9am and 3pm to 6pm Monday to Friday. Children attend for a variety of sessions. There are currently 35 children attending, six of whom are 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:

- enhance relationships with schools where the collection of children has been organised, to further improve the information shared to fully support all children's learning and development
  
- strengthen the current informal system for the supervision of staff to ensure that staff development is consistently applied for the benefit of the children.

## Inspection judgements

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

Staff have a secure knowledge of the Early Years Foundation Stage and how children learn. They have a good understanding of how to promote children's development through play and exploration. The quality of teaching is good. Staff create a welcoming and interesting environment for children to relax and socialise in before and after their school day. When parents enrol their child, they are asked for information on what the child already knows and can do and on what the child likes to do. Children are encouraged to put forward their own suggestions and ideas for topics, ensuring they are very much at the heart of decision-making and what they do on a day-to-day basis. This builds their strong sense of belonging as they are active participants in how the club operates. Staff use all of the information to plan activities that cover the areas of learning. Staff observe children and achievements are recorded by their key person in individual folders. Children are building confidence and independence as they work together in small groups. For example, younger children ask older children how to operate a computer game. Older children are happy to offer advice and practical help, demonstrating how to use the controller. This encourages children's skills in talking and listening and working together.

Children confidently tell the inspector they enjoy coming to the club. Some children are completely engrossed in their play that they are reluctant to leave when their parents arrive. Parents comment that they get into trouble if they arrive too early to pick up. Children's speaking skills are promoted well by staff. While they talk with children they ask open-ended questions and give children time to think and put their thoughts into words. For example, 'what do you think it is?' At the inspection, the children are unable to play outside due to extremely poor weather conditions. As a result, staff provide physical activities indoors as an alternative, such as dancing to popular music while dressing up in character costumes. Children show increasing control of their body as they experiment with different ways of moving, this supports physical development. There is a good balance of activities that allow children to choose whether they want to run off energy outside in acceptable weather conditions, play a game with friends or sit quietly and draw. This ensures that children remain interested, stimulated and have fun. There is a strong emphasis on child-led play and this is highly supported through positive interaction from all staff working with children. Consequently, children are supported well to develop skills for their future learning. Staff continually strive to develop good relationships with the school and they share information around children's care and learning on a need to know basis. However, there is scope to enhance these relationships further so as to compliment children's learning and development even further.

Children develop literacy skills as they play a letter building game. Staff extend their development further by using a dictionary to check the validity and spelling of word. They have great fun as they play this game with the staff who gently teases them about winning. Children persist at their chosen activity for a sustained period of time. For example, they concentrate as they make up a storyline while playing with small world army toys. They have good imagination and use this to develop and support their own play and ideas. Children have access to a well-resourced creative trolley and staff periodically introduce new resources. For instance, children develop small muscle skills as they use stampers that link to their knights and dragons topic. Parents are well included in their children's learning and development through daily conversations with staff at the end of each session. Photographs, written observations and samples of children's work are kept as evidence of the children's time at the club. These are shared with parents to ensure that they are fully aware of their child's progress and development.

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

Staff meet children from school and accompany them to the club. Children quickly settle to activities of their choice and confidently become engaged in their play. The small, well-established staff team ensures there is an effective key person system in place and children build secure bonds with the staff. This promotes children's strong emotional well-being in readiness for effective learning. All staff help children to settle, feel secure and develop a sense of belonging. As a result, children establish good emotional attachments. It is clear the children feel safe and secure in this club by their confidence and willingness to share their experiences with the staff. Staff work closely in partnership with parents regarding children's care. They share good information from the outset to keep children

safe and healthy. Children's artwork is displayed throughout the room, which effectively promotes their sense of belonging.

Children's behaviour is good and children of all ages behave well throughout the session. The staff are firm but fair when they address any behaviour issues. For instance, children are encouraged to think about what they have done and if it is appropriate at the club. Children are very confident in this club. They know the rules and routines well and communicate effectively with each other and staff to ensure a harmonious play environment. Children confidently and politely ask the inspector who she is and why she is in their club. Children display a good awareness of responsibility within the club. For example, children tidy away their toys when they have finished playing with them. Children are developing a good understanding of why it is important to lead healthy lifestyles. They have access to the outdoor play area throughout most of the afternoon sessions. Children wash their hands before eating and understand the importance of this procedure. Staff know the children well and are mindful that children have been at school all day. They balance the routine of the evening with some time for more structured social interactions. For example, all children sit together for snack time and staff support children's language and communication skills as they encourage the children to chat about their day.

Children are provided with nutritious snacks that include crumpets, they help themselves to a piece of the fruit from the bowl that is available throughout each session. Drinks are also available throughout the session. Children learn to keep themselves safe as they listen to the staff when they offer advice, such as to be careful when running around the indoor space. Staff hold current paediatric first aid certificates, in the event of an accident a form is completed promptly and signed by parents on collection. Staff provide a mainly well organised learning environment inside. Children enjoy using a broad range of quality toys and resources. These reflect children's ages and stages of development well. Children mostly benefit from the open communication and three-way flow of information between the club, the school and their parents. This aids their move into the club and provides for continuity of care over time.

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

The owner/manager is well organised, therefore, the club is generally effectively led and managed. There are times when the regular, small team of two are supported by bank staff. Nonetheless, the children are comfortable with these 'reserves'. The owner/manager and her colleague work very closely as a team and have a good overview of the requirements of the Early Years Foundation Stage in order to guide their practice. Children are safeguarded as the manager and staff can identify the signs and symptoms of child abuse and neglect and know what to do if they were worried about a child. All staff have had safeguarding training, which has developed their awareness of this important issue. The owner/manager initiate recruitment and vetting systems to ensure all adults in the club are suitable to work with children. However, the staff team is small and long-established. The complaints process for parents is prominently displayed along with the

Ofsted information poster should parents have a concern or wish to make a complaint. Clear policies and procedures and documentation underpin practice very well and help to keep children safe. Children are safe in this club because staff are vigilant in their supervision of them and conduct risk assessments to ensure any hazards in the environment are identified and made safe. Visitors are required to sign in and out of the premises and must show their identification on arrival. The building is secure and no unauthorised access is possible.

The owner/manager and her colleague support each other by an informal supervision system. There is scope to improve this, for example, by formalising the system in order to ensure that opportunities to consistently support both the owner/manager and her colleague are not missed. The owner/manager is committed to the continuous professional development and strives to ensure, both her and her colleague have regular opportunities to access training, which will benefit children's development and improve the quality of teaching in the club. The staff team is small and well qualified and the impact of this is realised as the quality of teaching is good and both staff are knowledgeable and professional. When planning activities for the club, the team ensures that all areas of learning in the educational programme are covered. Staff demonstrate they are more than secure in their knowledge and understanding of the areas of learning. They monitor and know how to extend children's learning and what children are learning from a particular activity. Therefore, children are receiving a quality teaching and learning experience from staff who are aware of their needs in respect of their learning and development.

The small team demonstrate a strong commitment to the continual development of the club and it is clear that the owner/manager values the opinions of her colleague and the parents on how to develop the club. Although there is no formal self-evaluation, the owner/manager and her colleague discuss their strengths and areas for development on a regular basis. As a result, targets are continually set for future improvement. The owner/manager is fully aware of the importance of working with other professionals as the need arises in order to help children who may need extra support to close gaps in learning. Partnership with parents and carers is strong. Staff have worked hard to build trusting relationships with parents and parents value the club and what it offers their children. It is evident from feedback from parents that they appreciate and value the service provided. There is scope to enhance relationships further with the school so the staff can gather more in depth information about what children are learning at school and what stage of development they are at. This will help them to support children's learning and development even further.

### **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

<b>Unique reference number</b>	EY381863
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	878850
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	16
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Elizabeth Karen Ann Holmes
<b>Date of previous inspection</b>	22/01/2009
<b>Telephone number</b>	07791 235444

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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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