

Lighthouse Children of Excellence

Walbrook Road, NORMANTON, Derby, Derbyshire, DE23 8RY

Inspection date	07/08/2014
Previous inspection date	11/04/2012

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		3
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 happy and well settled. Staff have formed positive relationships with children, which helps their emotional well-being.
- Management and staff understand and implement safeguarding procedures well. As a result, children are kept safe from harm at all times.
- Parents and staff have a good rapport with effective two-way communication systems to ensure that children's individual needs are known and met.

It is not yet good because

- Staff do not provide a balance of adult-led and child-initiated activities to promote children's learning through play.
- Older school children who attend the club are very noisy; this means that on occasions, younger children can not always hear clearly and hold conversations between themselves.
- Staff provide some physical activities that are too difficult for younger early years children to participate in successfully, to promote their physical skills.

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 held discussions with the manager and spoke to the staff, children and parents.
- The inspector observed children participating in adult-led activities and lunchtime.
- The inspector held a joint observation with the manager/owner.
- The inspector looked at children's learning journeys records, and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children, the club's documentation and policies and procedures.

Inspector

Janice Hughes

Full report

Information about the setting

Lighthouse Children of Excellence opened in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the All Nations for Christ church in Normanton, Derbyshire. The club has use of the two main halls, side rooms and associated facilities. There is an enclosed outdoor play area. The club opens during the summer school holidays for five days a week, with sessions from 10.30am to 3.30pm for the first three weeks of the summer school holiday. There are currently 51 children on roll; of whom, seven are in the early years range age. The club employs four staff who work with the children. One holds a teaching qualification and one holds a qualification at level 3. The other staff are unqualified. The club has links with the local school, the community and receives support from the local authority.

What the setting needs to do to improve further

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

- ensure staff provide a balance of adult-led and child-initiated activities, so that children can learn through play, for example, by providing a wider selection of resources for children to self-select
- ensure staff monitor the noise levels of the older children, so that it does not have a negative impact on the younger children's learning, for example, by paying particular attention to enabling younger children to hold conversations by themselves.

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

- extend opportunities for children to participate in a range of indoor and outdoor activities that enhance their physical skills.

Inspection judgements

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

Children arrive enthusiastically and form good relationships as they chat to each other and staff. Children are happy and content to attend this summer club. Staff have a basic knowledge of the Early Years Foundation Stage and provide some appropriate activities to challenge children. Staff obtain information from parents before children start the club about their preferences and capabilities. Staff talk to children when they arrive, discuss what they like to do and plan activities to suit them; this means that children take ownership of activities. On arrival, children split into two age-related groups. At this point,

staff talk to the children about the day and younger children listen to a story. Staff encourage early years children to concentrate and involve them in the story well. Children predict what is going to happen, answer questions accurately and thoroughly enjoy the story. However, children's personal, social and emotional development is not always supported effectively. This is because staff do not always challenge inappropriate noise levels from the older children. As a result, younger children find it difficult to hear and hold conversations between themselves. In spite of this, children have good relationships with each other and show kindness as they help each other to complete tasks.

Staff provide a range of adult-led activities to complement children's learning. For example, children thoroughly enjoy 'plate weaving'. Children accurately use scissors to cut lengths of wool and they weave brightly coloured wool backwards and forwards to make their creations. Children are very proud of these and are keen to show the inspector and explain how they made them. Despite the noise levels, staff use this activity well to develop children's language skills as they constantly talk to the children and provide instructions for them to follow to help their listening skills. Children have frequent opportunities to develop their physical skills and demonstrate their physical control and coordination when handling equipment, such as skipping ropes, hoops and balls. Staff provide physical activities to enhance children's physical development. However, these are sometimes planned at an inappropriate level for the younger children and prove too difficult for them to complete.

Children thoroughly enjoy playing a dance game, using a program on the games console. Here, children move their bodies in different ways in time to the music and this helps children's developing physical skills and provides opportunities for children to demonstrate their creativity. Children enhance their creative skills as they paint using a selection of materials. For example, they print letters and numbers with sponges, use paintbrushes to create pictures and enjoy the texture of paint as they smear paint with their hands. Children use tools, such as whiteboards and pens, to help develop their writing skills. They enjoy choosing books to look at and these help to promote children's literacy skills. Staff support children's understanding of mathematics through number games. Although staff plan challenging activities, they are not providing a learning environment that is fully stimulating and well resourced for early years children. For example, furniture is all of an adult-size and there are few toys or resources available for children to independently use. As a result, children do not always have opportunities to play with toys of their choice to enhance their learning and development. Although, children enjoy part taking in the adult-led activities, there is an imbalance between the adult-led activities and child-initiated activities. Nevertheless, children who attend this club make satisfactory progress towards their learning and are gaining key skills to continue to move forward in their learning at school.

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

Staff create an environment where children develop sound friendships. Children form secure relationships with staff and demonstrate they feel safe and secure while they are at the club. Children's key persons know them well and have built up secure relationships with them, which aids their emotional well-being. This also helps children to settle quickly

into the club and aids their smooth transition from home when they first start. Staff make appropriate use of praise and encouragement, which promotes children's confidence and self-esteem. Children behave generally well. Staff implement set boundaries that children understand and these help children to know what is expected of them. As a result, both older and early years children play well together. However, the noise levels of the older children have a negative impact on the learning of the early years children. Children show they are becoming independent and are able to manage their own personal hygiene, taking themselves to the toilet and routinely washing their hands afterwards.

Staff promote safety appropriately in the club. Children learn about road safety and 'stranger danger' through discussions. Children learn to use tools appropriately as they safely use scissors and know that if they run inside they might fall and hurt themselves. At the park, staff provide opportunities for children to take risks and explore the larger equipment and children learn about keeping themselves safe in an emergency because they participate in fire drills. As a result, children are becoming aware of how to keep themselves safe at all times. Overall, staff provide a learning environment that requires improvement to enable early years children to fully thrive at this summer club.

Children are developing an appropriate understanding of why it is important to lead healthy lifestyles. Suitable hygiene routines are established to promote children's well-being. Children's health and dietary needs are met appropriately. Children bring their own food to the summer club and staff emphasise the importance of having a healthy lunch box. At lunchtime, staff encourage children to eat the healthy food before treats and sweet items. Children have access to water throughout the day. Most of the time, children have opportunities to enjoy daily fresh air and exercise as they play outdoors.

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

Staff and management have a secure understanding of their responsibilities in meeting the safeguarding and most of the welfare requirements of the Early Years Foundation Stage. Staff have attended safeguarding training and know who to contact if they have any concerns about a child in their care or if an allegation is made against a member of staff. Management ensure staff are checked by the Disclosure and Barring Service before they start to work at the club, to ensure they are suitable to do so. Staff implement the wide range of policies and procedures that are in place, including the keeping of appropriate records for recording any accidents and relevant detailed risk assessments. As a result, children are kept safe at all times.

Staff have an adequate understanding of their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. Half of staff are qualified and are keen to further develop their knowledge and skills by attending relevant training. For example, they have recently attended courses on child's play, which helps them to improve how they provide for the children's well-being needs. Management have systems for managing staff performance in place. For example, staff attend meetings and the manager has a format in place to conduct appraisals. These help to identify relevant training and development needs, which in turn, helps to improve staff's practice. This

results in staff providing more challenging and interesting activities for children. The manager and staff use self-evaluation to identify their strengths and weaknesses. This is in the early stages of implementation and parents' and children's views are taken into account. Consequently, their ideas are included to help fully promote the improvements over time.

Staff have meetings with the local schools about the children who attend the club. Key persons can use the information gathered to provide continuity of care and learning and complement the activities the children are learning at school. Staff have effective relationships with parents. They provide a flexible service and communicate with parents about what their children have achieved at the club. Parents generally comment favourably on the club and state that their children enjoy attending. Parents are able to see all policies and procedures, which informs parents of the service provided and helps the club to maintain an adequate provision for the children. Parents and staff have good two-way communication, which helps to ensure children's needs are met.

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
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY261020
Local authority	Derby, City of
Inspection number	817422
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	51
Name of provider	Carmel Beverly Stewart
Date of previous inspection	11/04/2012
Telephone number	01332 762202

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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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