

Adlington After School Club

Adlington Primary School, Park Road, Adlington, CHORLEY, Lancashire, PR7 4JA

Inspection date

17/09/2014

Previous inspection date

29/09/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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

- All children form good bonds and secure attachments with the responsive and welcoming staff, which helps them settle easily and develop their confidence.
- Children enjoy their time in the setting, are well behaved, cooperate and help each other.
- Partnerships with parents are in place, which allow staff to know about and adequately meet children's individual welfare and care needs.

It is not yet good because

- Arrangements are not in place to ensure there is always at least one person, who has a current paediatric first-aid certificate on the premises at all times when children are present.
- Staff's skills in asking open-ended questions are not consistently used as a way to encourage children's critical thinking.
- Children are not well supported to learn about everyday technology, in order to develop an understanding of information and communication technology.
- The self-evaluation process does not clearly identify robust targets for improvement or include the views of parents, in order to help the setting improve further over a sustained period of 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 spoke with the children, manager and staff at appropriate times throughout the inspection.
- The inspector looked at evidence of suitability of staff working with the children, a sample of children's records and a selection of the setting's policies.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Jeanette Brookfield

Full report

Information about the setting

Adlington After School Club was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Adlington Primary School in Chorley and is managed by a partnership. The out of school club serves the local area and is accessible to all children. It operates from the school hall and has use of the reception classroom. There is a fully enclosed area available for outdoor play. The out of school club employs three members of childcare staff. Of these, two hold appropriate early years qualifications at levels 3 and 4. The club is open from 3.15pm to 6pm, Monday to Friday, during term time only. Children attend for a variety of sessions. There are currently 22 children on roll, of whom three are in the early years age group.

What the setting needs to do to improve further

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

- ensure there is at least one person, who has a current paediatric first-aid certificate on the premises at all times when children are present.

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

- enhance staff's understanding of consistent and effective open-ended questioning, so children learn to think more creatively and critically
- provide further opportunities for children to engage with and learn about appropriate information and communication technology
- develop further the use of self-evaluation to fully include the views of parents and more clearly identify targets for improvement.

Inspection judgements

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

Children, who are in the early years age group, attending the before and after school club are aged four or five years. They are from the school's reception class. Children fully enjoy their time at the setting. They confidently choose what they want to do from some resources that are set out around the hall. This results in them being motivated in their play. Children's interests are valued by the staff, who care for them. They ensure that the toys and equipment they set out suit children's changing interests and this means that

they concentrate for long periods of time on their chosen tasks. However, children have fewer opportunities to select and use technology for a particular purpose, to further enhance their understanding of the world.

Children confidently make choices about whether to play inside or in the outdoor play area. Staff promote children's physical skills outdoors well because they are challenged by trim trails where they climb, balance and move in different ways. Children move confidently and use their imagination as they fly their paper aeroplanes around the hall or push the pram to 'catch the bus to the shop'. They make good relationships with other children. Children make friends easily and share experiences with each other. They work comfortably in small and large groups as they share and enjoy their play. Older, more able children help younger children, which adds to the feeling of support and care they experience. They sit together at a table where craft and mark-making resources are easily accessible to them. They are able to form some letters and staff praise them for their 'brilliant writing'. Children express themselves confidently and engage in conversation with staff and visitors. However, during the session, less emphasis is placed on encouraging children's critical thinking through the use of open-ended questioning. This impacts on children's critical thinking skills. Children spontaneously count and name shapes and colours while they play. Construction resources are available and support children's manipulative skills and to solve problems as they work out how things fit together. Children concentrate well as they independently create plaits with threads of coloured wool. They talk to each other about the colours they need to create their designs and they help each other by sharing the different colours that they need.

Partnerships with parents are generally sound, with regular newsletters, a noticeboard displaying a range of information and daily updates are shared verbally. Parents provide some 'all about me' information, so that staff are aware of what their child likes to do and sufficient information is shared with parents. These methods all support sufficient two-way communication to promote the development of all children in the setting.

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

Children are assigned a key person and their individual care and welfare needs are suitably known and provided for. Information is gathered before children attend, with regard to their personal preferences and requirements, which supports the settling-in process. Children learn about the wider world through discussions and activities. Staff are consistent in their management of behaviour and recognise the importance of praising children, in order to boost self-confidence and self-esteem. They act as positive role models, which helps children to behave well. Staff discuss behavioural issues with children, helping them to learn the difference between right from wrong and to play safely. For example, when a child begins to wave their aeroplane close to another child's face, staff advise them this is not appropriate as it may hurt the other child.

Children's health is protected appropriately because staff encourage outdoor play and because food provided for them is healthy. Independence is promoted well because children are encouraged to help make snacks as they choose from a variety of fillings for sandwiches. They choose when to have their snack and they then pour their own drinks

and clear away their plate and cup when they have finished. Children attend to their self-care needs and they know that they must wash their hands before eating and after using the toilet.

The club operates within the well-maintained school premises. Staff check all areas used before children arrive and the risk assessment procedures help to identify and minimise risks and protect them from hazards. A fire evacuation procedure is in place and practised with all children. This helps children to begin to understand about their own safety in the event of an emergency. The manager has established sound working relationships with the host school and the reception class teacher. This supports continuity and consistency, so that children continue to make adequate progress.

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

The manager demonstrates a generally sound knowledge of the Early Years Foundation Stage and has updated his knowledge of the recent revisions to the framework. The manager and staff have an appropriate knowledge of their responsibilities to safeguard children and a knowledge of the procedures to follow if they have any safeguarding concerns, including who to contact. All policies and procedures are in place. However, none of the staff hold a valid paediatric first-aid certificate. This does not fully support children's well-being or safety in the event that they have an accident. The manager has recently attended a first-aid course, which was arranged by the provider. However, during discussion and while viewing the first-aid training certificate, it became apparent that this is not an appropriate course. This is because it is not a paediatric first-aid course and does not cover the hours required. In the meantime, other adults within the school, who hold a valid first-aid certificate can provide assistance if required. Nonetheless, this is a breach in requirements of the Early Years Register, as well as those relating to the Childcare Register.

Suitable systems are in place for the recruitment and vetting of any new staff and to monitor their performance. For example, regular staff supervision enables the manager to support staff development in their practice to ensure children's needs are met. The manager uses self-evaluation to help identify areas of strength and facilities provided by the club. However, priorities for development are unclear and there is no effective plan to enable continual improvement to happen effectively. The setting does not yet take full account of the views of parents to help inform plans for improvement.

Relationships with parents are soundly in place to ensure that children's care and welfare needs are known and catered for. Daily discussion informs parents of their child's activities during the session. Parents' comments about the club are positive. For example, they describe staff as friendly and helpful. Staff have positive links with the host school. As a result, information is shared verbally on a daily basis as needed when children are collected from their classrooms. This means that if children have been ill or had an accident at school, appropriate care can be provided by staff at the club and parents informed of this.

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 that at least one person, who is caring for children has an appropriate first-aid qualification (compulsory part of the Childcare Register)
- ensure that at least one person, who is caring for children has an appropriate first-aid qualification (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. 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	EY420214
Local authority	Lancashire
Inspection number	875679
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	22
Name of provider	Anderton Day Nursery Partnership
Date of previous inspection	29/09/2011
Telephone number	01257480557

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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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