

Lord Deramores After School

Lord Deramores Primary School, School Lane, Heslington, YORK, North Yorkshire, YO10 5EE

Inspection date	29/09/2014
Previous inspection date	09/11/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Staff provide children with a good range of materials, resources and tools to express themselves creatively. As a result, children enthusiastically make choices about their own learning experiences and become independent in their learning.
- Children are encouraged to develop good relationships with other children and with the caring staff team. Staff create a relaxed and secure environment that actively supports children's play and learning. Consequently, children are happy and settled in the club and feedback from parents about the quality of care is complimentary.
- Management and staff have a good understanding of how to effectively safeguard children. They know and implement the club's safeguarding policies consistently. This effectively promotes children's safety and well-being.
- Partnerships with the school are highly effective. School staff visit the club daily to check the well-being of the youngest children and the early years class planning is shared with the club on a weekly basis. Consequently, staff are able to build on and complement their learning in school.

It is not yet outstanding because

- Although parents share information about what children can already do and their interests on starting at the club, opportunities for all parents to continue feedback about children's learning at home, to inform planning for activities at the club, are not always followed up.

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 children in their play together and their interactions with staff.
- The inspector looked at children's records, other documentation and a selection of policies.
- The inspector spoke to the manager, staff and children throughout the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation and priorities for improvement.
- The inspector took account of parents' and carers' views spoken to on the day.
- The inspector invited the manager to carry out a joint observation.

Inspector

Cathryn Clarricoates

Full report

Information about the setting

Lord Deramore's After School Club is run by a voluntary group and was registered in 1992 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from two rooms in self-contained, ground floor premises at Lord Deramore's Primary School. The after school club serves children who attend the school, within the local area. There is a dedicated garden area for outdoor play, which is within the school grounds. The after school club opens Monday to Friday, term time only. Sessions are from 8am to 8.50am and then from 3.15pm to 5.45pm. Children are able to attend for a variety of sessions. There are 78 children on roll, of whom 11 children are within the early years age group. The setting also offers care to children aged over five years to eight years, as well as over eight, in a separate room. The after school club employs seven members of childcare staff and the manager holds a qualification at level 4. Three other staff hold qualifications at level 3 and one has a qualification at level 2.

What the setting needs to do to improve further

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

- enhance and extend existing arrangements for two-way communication between staff and parents and carers, so that information about children's learning at home is continually used to inform the planning of activities for children.

Inspection judgements

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

Teaching in the after school club is good. Staff provide children with a secure and stimulating environment where they explore a plentiful range of materials and activities, and become independent learners using their imagination. Activities and resources, supported by well-trained staff, help children to develop skills to enable them to learn effectively and be ready for school. Children draw pictures, use paint, glue and a variety of art resources, such as modelling kits to explore their creativity. For example, children play enthusiastically with cornflour and water to express their creativity, practising fine motor skills as they make marks in the mixture. Staff engage children in conversations and encourage them to think about the reaction when they add water to the cornflour, to extend their learning. Staff support children to build confidence in speaking in front of other children of different ages. For example, they encourage individual children to discuss their school day and explain some of their favourite activities.

School staff share information daily with the staff working in the club about children and about activities planned within the school. Consequently, staff include activities in the club that complement the learning opportunities children receive in school. Staff gather sufficient information before children start at the club to help promote their learning and

keep them safe. Parents complete individual information sheets when children start at the club and these are used to inform initial planning. However, staff do not consistently continue this practice to build on information initially gathered from parents. As a result, staff are not always able to use this information from home to help enhance the planning of activities. Nevertheless, parents comment that children are happy in the club and are developing in confidence. They are very happy with the wide variety of activities provided both indoors and in the large outdoor play area.

Children develop positive relationships with staff and other children. Friendships are evident, which support children's confidence and self-esteem. Children take responsibility and look after their personal belongings, as they hang up their coats and bags when they arrive in the club. They know the routine well and sit together at registration time. They listen for their names to be called and answer politely. Staff provide support and reassurance to the youngest children when they start in the club. Children are confident and happy at the club, which provides a warm and relaxed atmosphere. They are highly motivated and join in activities enthusiastically. The staff team know the children very well and they ensure that they provide a service that meets children's individual needs. Staff praise children as they develop as independent learners. Children have a strong sense of belonging and they talk warmly about the different opportunities available to them at the club. Staff enthusiastically join in with children's play, providing good opportunities for children to interact and develop their social skills, while also modelling positive behaviour. This effectively complements the learning that takes place in school. As a result, all children develop positive attitudes towards learning and gain skills that they need for the future.

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

Children settle quickly and form positive relationships with adults and other children in the club. There is a key-person system in place for children of different ages and staff ensure that this is used very well to ensure they feel confident and happy. In addition, the small staff team also work co-operatively to ensure that they support all children at all times. Children in different age groups join in a wide variety of activities together and build strong friendships. This supports their growing self-esteem. They sit and talk confidently and comfortably with staff and other children during snack time. Displays showing previous activities that children have enjoyed create a positive play and learning environment. Children enjoy taking artwork home to their parents and display paintings, drawings and models to decorate the club. Children demonstrate that they feel safe and secure by confidently exploring the range of resources on offer.

Children develop self-care and good independence skills as they serve themselves with a choice of bread, pitta or crackers. They enjoy spreading butter and other toppings and pouring drinks. A selection of fruit and water is available throughout the session for children. Staff encourage children's good manners and they politely share and pass food to each other across the table. Children understand self-care routines and wash their hands before eating and after using the toilet. Staff are knowledgeable about children's dietary and medical needs, which they adhere to, in order to promote each child's well-

being appropriately. All children spend some time being physically active each day. These activities provide children with firm foundations for developing a healthy lifestyle.

Children behave well in the club. They show that they feel relaxed and settled in the club and know the routines well. Staff praise children for positive behaviour and distract children when they become challenging. Staff provide opportunities for children to learn to share and take turns. Activities, such as constructing models, help children work through problems for themselves and come to a resolution. As a result, children develop an understanding of how to manage their own behaviour. Children have good opportunities to be independent but also understand the importance of listening to instructions. Children understand when they need to be quiet and listen. Children's behaviour shows that they feel safe in the setting and that they are confident to approach staff. Staff effectively promote children's safety and well-being in the club as they use daily risk assessments effectively to identify and minimise potential risks. Staff support children to learn how to keep themselves safe. For example, the staff skilfully know when to intervene and when to let children explore independently. Consequently, children are learning to manage risks in their play and are developing very good skills for the future.

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

The manager and staff have a good understanding of their roles and responsibilities to meet the safeguarding and welfare requirements for the Early Years Foundation Stage. The manager is responsible for safeguarding within the club to help to keep children safe. Robust policies and procedures are in place and the staff team review them regularly at staff and supervision meetings. Staff attend safeguarding training to support them in their roles regarding the protection of children. New staff members learn about the safeguarding policies during a thorough induction programme and all staff refresh their knowledge through online and other training updates. Managers and staff demonstrate a good understanding of the procedures to follow if they have concerns about a child. They also understand the procedures to follow if they have concerns about the behaviour of another member of staff. Clear documentation is in place and is easily accessible. Appropriate arrangements are in place for the use of mobile telephones and cameras. Safe recruitment procedures as well as induction, supervision, appraisals and continuous professional development help managers to ensure the ongoing suitability of staff. The effective deployment of staff trained in first aid ensures that children are kept safe and accidents are dealt with and recorded appropriately. Management and staff complete risk assessments on all areas that the club uses. Daily checklists completed by staff help them to ensure that they assess hazards and minimise risks to children's welfare. Children regularly take part in fire drills to help them to know what to do in an emergency. Collection procedures by parents from the club also contribute to children's safety and well-being.

The manager takes into account the views of staff, children and parents who attend using annual questionnaires to inform self-evaluation. However, parents are not always invited to feedback information about their child's interests and progress at home on a regular

basis and, as a result, information sharing is sometimes less effective where parents are very busy and unable to stay to talk at collection time. Nevertheless, there are examples of feedback from parents influencing developments at the club. For example, a parent requested more outdoor play opportunities, which are now built into the routine. There is a well-established programme of supervision, which ensures that the quality of teaching is monitored regularly and under performance is tracked effectively. This impacts positively on the care, learning and support for children. All staff have annual performance appraisals with the manager and the chair of the voluntary committee. These are used by the management and staff to reflect upon the quality of the club and identify any training needs. This ensures the club continually moves forward in the service it provides for children and parents.

Partnerships with the school are particularly strong. There are good links in place to ensure the security of children. For example, the youngest children are escorted to and from their school classroom by staff. A member of the school staff visits the club and ensures that necessary information regarding children's well-being is shared on a daily basis. Parents are very positive about the care their children receive because their children settle in well and benefit from the range of activities the after-school club provides. They describe the club as 'nurturing' and that they 'would not know what to do without it'.

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. 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	502006
Local authority	York
Inspection number	872278
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	78
Name of provider	Lord Deramores After School Committee
Date of previous inspection	09/11/2011
Telephone number	01904 416311

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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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Piccadilly Gate
Store St
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