

Lytham CE Primary School After School Care Club

Lytham C of E Primary School, Park View Road, Lytham, Lancashire, FY8 4HA

Inspection date	23/10/2014
Previous inspection date	08/10/2008

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

- Children's safety is effectively promoted through good safeguarding and welfare procedures. Children are constantly supervised and cared for by caring, skilled staff.
- Good partnership working with parents and the school that children attend means all adults have an excellent knowledge of each child's needs, and work together to ensure each child receives high levels of support.
- The management and staff team share a vision to provide high-quality care and education. They display a high level of commitment to continuously improve teaching and sustain the children's high achievement.
- Children's behaviour is very good because the staff are excellent role models. They are clear about what good behaviour looks like and share their expectations with children and their families.

It is not yet outstanding because

- Opportunities for staff to share their best practice, for example, through peer observations, have not been fully considered as a way for them to develop professionally and maximise children's learning.
- Staff are not highly effective in supporting children's knowledge of healthy eating by providing healthier snack recipes to follow during practical work with food they enjoy.

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 hall and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the club and spoke with some staff and children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the club's own parent survey.

Inspector

Lynne Naylor

Full report

Information about the setting

Lytham CE Primary School After School Care Club opened in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a committee and operates from Lytham C of E Primary School in Lytham, Lancashire. Children are cared for in the school hall and have access to an enclosed outdoor play area. The club opens five days a week from 7.45am to 8.45am and from 3.30pm to 6pm, during term time only. Children attend for a variety of sessions. There are currently 65 children on roll, of whom nine are in the early years age range. The club supports children with special educational needs and/or disabilities. There are currently six staff working directly with the children. Of these, one has an appropriate early years qualification at level 6, one at level 4 and three at level 3. The club 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:

- extend ways for staff to share ideas and model highly effective practice to others in order to maximise children's progress in learning to the very optimum
- build on children's good knowledge of healthy eating, for example, by extending the practical work with food that they find very enjoyable to include more healthier recipes in order to reinforce messages about healthier choices.

Inspection judgements

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

Staff know each child well because they observe and begin to accurately assess their abilities from the moment they start. They also speak daily with the children's parents and teachers, which enables them to share ongoing information to support each child's learning. 'Wow moment' slips, kept accessible at the entrance, enable parents to easily note children's achievements for inclusion in their learning folder. Each child in the early years age range has a staff member identified as a key person who has a good knowledge of their abilities. These key staff also have a secure knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. They monitor the progress of the children in their group so that any gaps in learning are identified early and action is taken to secure support where appropriate. Staff make good use of all available information to effectively plan suitably challenging activities which match children's interests and complement their learning in school. The quality of teaching is good, and as a result, children make good progress in their learning and development. Children with special educational needs and/or disabilities are well supported to improve

consistently, often with one-to-one staff support.

All the staff understand how children of all ages effectively learn through active involvement in fun activities. Children discuss every new theme and note their ideas for activities on a wall plan. Staff take turns to plan and lead interesting and challenging activities based on these ideas. For example, they organised an 'After School's Got Talent' competition where children shared their skills and abilities. They also took children out to collect leaves, which they used for leaf printing and to make an autumn collage display. Staff purposefully support children to make good progress in communication and language and in their physical, personal, social and emotional development. Children are acquiring the skills, attitudes and dispositions they need to be ready for learning in school. In addition to well-planned themed activities, children initiate their own activities and are successfully enabled by staff to extend their learning. For instance, staff give children comfortable spaces and plenty of time to play uninterrupted, which enables them to follow their interests and to successfully direct their own learning. As a result, children are active learners and are able to work well independently and in small groups.

Children make good use of the readily available technology to support their play and learning. For example, children competently use laptop computers to search for images of cartoon characters when drawing. They also choose to access the school intranet and use computers to support them with their homework. Children make good use of simple equipment, such as torches, when outside in the darker evenings. Children refine their good mathematical skills through play. They measure their height on a wall chart and compare their growth with previous measurements. Staff include opportunities to count and use numbers in play, for example, outdoors children count the spots and match them while playing with large dominoes. They talk about shape and size as they chalk around shadows in the playground. Children help themselves to art and craft materials. They enjoy painting and drawing, which effectively promotes their early writing skills and their creativity. Children enjoy experiences which relate to their own culture, for example, they make pancakes on Shrove Tuesday and sculpt daffodils from egg cartons on Saint David's Day. They also learn about the cultures of others, for example, children talk about Holi, the Hindu festival of colours, as they experiment with different coloured materials, splatter fluorescent paint on paper and make models from luminous polystyrene.

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

Parents spoken to at the inspection feel all the staff are very approachable. A flexible induction process helps them to settle their child into the club. Staff establish secure emotional bonds with children due to the organised way they help children to settle in. Each child also has an older child as a buddy who is available to help and support them emotionally. One child explains how her buddy also reads books with her, which she enjoys. Staff organise space and resources to create a highly stimulating club in which children develop strong self-help skills. Children become confident in their ability to do things for themselves and develop high levels of self-esteem. Snack menus have been carefully devised to meet children's nutritional needs and to follow the food and drink guidelines for children. Children talk knowledgeably about healthy eating and make posters to demonstrate their knowledge. They help themselves to bread, wraps and their choice of

accompaniments to make their own healthy snack. They also talk about how much they enjoy activities with food, such as decorating biscuits and making cakes. However, few of the recipes children follow are for healthy sweet and savoury snacks to ensure they develop good, healthy food habits from an early age.

Breakfast club is specifically organised to ensure children are physically and emotionally ready for learning in school. Children eat breakfast so they are well nourished, and after playing with toys of their choice, they sit with staff and chat. Staff take children to their class, which transfers them safely and enables any concerns a child may have to be brought to the teacher's attention. This effectively supports children's emotional well-being. After school, children gain a very good understanding of the need for physical exercise as part of a healthy lifestyle. Every day, they have excellent opportunities to exercise vigorously and develop good coordination through indoor and outdoor activities. Staff take turns to plan a different activity outdoors every day, which keeps children interested in physical exercise. Children also help themselves to a wide range of equipment, such as skipping ropes and tent making equipment. They enjoy a wide range of organised sports activities, such as football and tennis, which effectively promote their physical development. Sometimes, they also go for walks in the local area. In addition, staff lead children in daily group activities indoors, for example, children talk about enjoying games, such as musical bumps. Therefore, children develop healthy lifestyles.

In the hall, children develop strong self-help skills as they move freely around and help themselves to a broad range of toys and books. Staff help children to learn to be independent. As a result, children recognise and manage their personal needs increasingly well. They choose when to have drinks and snack and competently help themselves. A staff member appropriately stands at the door of the hall to supervise children walking up the corridor because the toilets are not accessed directly from the hall. This makes sure children get safely to the toilets and back but provides them with the independence of going on their own. Children develop a good understanding of how to manage risks relative to their age. They are included in the risk assessment of activities, such as swing making and playing with conkers. Children explain how they like to make rope swings outdoors, and how they do this safely. Staff involve children in practising fire evacuations, which also helps children to learn about keeping themselves safe. Staff's calm and polite manner sets an exemplary example to children. They deploy themselves well and are consistent in their guidance for children about what is acceptable behaviour. As a result, children learn to respect and tolerate each other's differences and display polite, courteous behaviour. Children confidently interact with visitors, which demonstrates they feel safe and self-assured. There is a strong and close working relationship with the host school and effective partnership with other professionals and services. This ensures children with special educational needs and/or disabilities are fully supported to reach their full potential.

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

The leadership and management team understand their responsibility to meet the safeguarding and welfare and the learning and development requirements of the Early

Years Foundation Stage. There are good arrangements for safeguarding children in the club. The premises are kept secure at all times and access to the building is carefully monitored by staff. Staff positively follow safe procedures, for instance, they bring the club children inside during the time when parents and other adults arrive to collect their children from school activities. This ensures children's safety and security. Regular risk assessments and fire risk assessments are made. Robust recruitment and vetting, followed by in-depth induction and supervision of staff, ensures all staff are suitable to work with children. Recently reviewed policies and procedures are implemented consistently by staff, which protects the children well. Staff are confident about the procedure to follow should they have any concerns about a child, and a designated person is trained at a higher level to support them. Consequently, children are kept safe.

Children benefit from the caring staff team who help them to enjoy their learning through play. Children are actively involved in planning activities and they write their ideas for new toys and equipment on notes, which they stick on the board. As a result, toys and equipment meet the current interests of children because items they request, such as scented felt pens and extra clothes for a specific type of doll, are provided by staff. Parents' views are actively sought verbally and increasingly through questionnaires. Since the last inspection, a new management and staff team has been formed. They are totally committed and extremely passionate about their work with children. They effectively identify the club's strengths and areas to develop and they have positive improvement plans. The manager conducts regular supervision sessions with all staff members, which enables them to reflect on their practice and identify future training needs. Opportunities for staff to continue with their professional development are good, with many staff working towards higher qualifications. This in turn enhances the outcomes for children's learning as they put into practice what they have learned. Less experienced staff learn from watching experienced staff. There is scope to build on this good practice to introduce peer observations so staff at all levels can learn from each other's best practice. Staff display an accurate understanding of children's skills, abilities and progress. The manager and staff monitor the progress of individual children or groups of children and take appropriate action to identify and close any gaps in learning. This supports all children to make good progress given their individual starting points and helps to prevent them being left behind.

Parents spoken to at inspection say how much their children enjoy coming to the club. They also say how well-informed they feel about their child's progress through talking to staff and seeing their child's learning journal. Staff actively encourage parents to share ongoing information about their children's learning and development at home. Parents also have access to information about the club at the entrance area. Policies and procedures, including a suitable written procedure for dealing with concerns and complaints, are shared with parents. Staff work increasingly well with the host school to provide a complementary service to support children and families. They work particularly closely with the school's learning mentor to support children's well-being. Positive links with the host school and other agencies and professionals effectively support staff in meeting the needs of children with special educational needs and/or disabilities. Appropriate information is shared and this secures any support children need.

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	EY330302
Local authority	Lancashire
Inspection number	862442
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	65
Name of provider	Lytham CE Primary School After School Care Club Committee
Date of previous inspection	08/10/2008
Telephone number	01253 736900

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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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