

extratime@St Lukes

St. Luke's Infant School, Queens Park Rise, BRIGHTON, BN2 9ZF

Inspection date	17/11/2014
Previous inspection date	24/09/2009

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 demonstrate a good understanding of how to support children's interests and learning effectively. As a result, children are engaged in what they do and learn through play.
- Staff provide lots of opportunities for children to share and represent their thoughts, ideas and feelings through a good range of materials and activities. This helps them develop their creative skills and an understanding of the world.
- Staff work well with parents and others to ensure that children's individual needs are met.

It is not yet outstanding because

- Staff do not always encourage the children to develop independence and take on responsibility in their self-care during meal times.

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 and staff's interaction in the inside and outside area of the club.
- The inspector spoke to children, staff and parents during the inspection.
The inspector sampled a range of documents, including the safeguarding policy, the medication and accident records, and the children's registration and attendance records.
- The inspector held a joint observation with the manager.
- The inspector held a leadership and management and feedback meeting with the manager and the company's club co-ordinator.

Inspector

Jacqueline Walter

Full report

Information about the setting

extratime@St Lukes registered in 2007. It is one of three out of school clubs run by extratime. It operates from one main play room within St. Luke's Infant School in Brighton, East Sussex. It is open each weekday from 3.15pm to 6pm during term time. It is also open from 8.45am to 6pm during certain weeks of school holidays. All children share access to a secure, enclosed outdoor play area. Children from St Luke's School can attend the club and the club is also open to the local community for holiday care only.

The setting is registered on the Early Years Register and both parts of the Childcare Register. There are currently two children attending who are in the early years age range. The provision employs eleven members of staff. Of these, eight, including the manager, hold appropriate early years qualifications. Three members of staff are working towards a qualification.

What the setting needs to do to improve further

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

- enhance the tea-time routine so that all children get to develop their self-care skills and take on more responsibilities.

Inspection judgements

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

Staff display a genuine interest in the children. They are friendly and interact well with children as they play. For example, they engage in friendly conversations and ask meaningful, open-ended questions. This helps children to think, focus and consolidate their communication skills.

Staff provide a play-based learning environment which effectively supports children to learn through play. Children have good opportunities to choose what they do and whether they play inside or outdoors throughout the session. Staff plan activities which take account of the different areas of learning but children make the majority of decisions about what they do and also enjoy free play. For example, they decide to make small paper boxes and lids and staff offer them support to do this. This helps the children to develop their skills in expressive art and design and in their physical development.

Staff know the children well and they show that they build on children's interests when planning activities. For example, when children show an interest in the World Cup football tournament they encourage them to help plan and organise a football tournament within the club. Staff provide art and craft materials, such as polystyrene, white fur-like material,

adhesive tape and glue. They encourage children to use a variety of resources imaginatively. As a result, children work well together designing and constructing items, such as model igloos. This supports the children's developing problem solving and creative skills. Staff challenge children by discussing with them how improvements might be made to complete their tasks and achievements. For example, they discuss separating elastic bands according to colour, to help them use the weaving equipment. They also encourage them to improve their coordination skills when playing hopscotch. This also helps to consolidate and improve upon children's problem solving and physical skills.

Children enjoy first-hand opportunities that support their understanding of the world. For example, as part of a Chinese New Year topic, they enjoyed tasting noodles. In addition to this, they enjoy visits from outside companies that encourage them to make new creations out of broken toys which are destined for scrap. This enables them to represent their thoughts, ideas and feelings as well as develop their understanding of recycling. Children independently set up and use computer games, confidently controlling the characters in the games. Activities such as these help to improve their skills in coordination.

The partnerships with parents and other settings that children attend are good. Regular information is shared with parents. For example, staff discuss the child's time in the club with parents as they are collected. This promotes consistency of care and helps staff meet children's individual needs. The staff regularly meet with school staff. They gather information on the school's planning and the children's day so they can effectively support their interests and meet their care needs. For example, when school staff explain that children are tired as they have been on a school trip the staff provide quieter activities, such as chatting to children about their trip, reading books and colouring in pictures.

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

There is an effective key-person system in place. This provides continuity and consistency of care for the children. Staff implement good strategies to help settle children who are new to the club. For example, they invite parents and the children to visit the setting before they attend if they wish. Staff gather information about the children from both the parents and the children attending. For example, the staff complete an information booklet with the child which gathers information about their interests and dislikes. This enables them to have an understanding of children's individual needs. Children are happy and confident in talking and playing with all staff and other children. They ask staff questions and make clear their wants and needs. For example, they confidently request to go outside and inform staff of their choices regarding their food during the main meal. Children demonstrate a sense of belonging. They are familiar with routines and independently help themselves to drinks throughout the session.

Staff use effective strategies to encourage children to develop habits and behaviour appropriate to good learners, and to meet their own needs and those of others. For example, they use praise to reinforce children's positive behaviour. They also invite them to take on responsibilities, such as helping to give out biscuits during circle time. This encourages good self-esteem. The staff use discussion well to support children,

particularly boys, when they become a little too boisterous. They sensitively and effectively explain what behaviours are unacceptable, and they highlight the impact of behaviour on others. This helps children learn how to cooperate and they are developing a good understanding of how to behave. Staff organise space and resources safely and effectively throughout the inside and the outside of the club. This meets children's needs, promotes play, and develops independence and decision-making skills. Staff use notice boards to display children's art and craft activities attractively. This creates a welcoming environment that helps children develop a sense of belonging.

Staff encourage children to manage their personal needs. As a result children are competent and independent in managing tasks. For example, children wash their hands before meals. The staff give the children clear messages regarding healthy lifestyles and all children are offered a healthy, well-balanced selection of food. For example, children enjoy eating cucumber, grated cheese with bread or crackers and a variety of spreads. They can choose what they want to eat but the staff lay the tables, as well as preparing and serving the majority of food. This means that an opportunity is missed for children to develop responsibility, independence and practise their self-care skills.

Children regularly enjoy opportunities to use the outside area and develop physical skills, using a good selection of challenging equipment situated in the school's adventure playground. They also have regular opportunities to engage in dancing. Children are developing a good understanding of how to keep safe. For example, they discuss the rules with staff before they use specific areas. As a result, they know what areas in the outdoor area are safe for them to use and the reasons why.

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

The management team has a good understanding of its responsibilities in meeting the requirements of the Early Years Foundation Stage. Management and staff demonstrate secure knowledge and understanding of implementing the safeguarding and welfare requirements. For example, the staff are secure in their knowledge of the procedures to follow if they have concerns that a child is at risk. This means that children's welfare is effectively protected. Staff take positive steps to minimise risks. For example, over half of the staff team hold a paediatric first-aid qualification. This means staff are able to safeguard children's health and safety and provide emergency first-aid treatment quickly. There is a closed circuit television and a buzzer system on the entrance gate. This prevents unwelcome visitors from entering the club. Staff conduct, and regularly review, risk assessments on both the premises and on outings. Strategies such as these help to ensure that children can play and learn in safety.

The leadership and management team implements robust recruitment procedures to ensure that staff are suitable, such as ensuring that they all have a Disclosure and Barring Service check. They take up two written references and ensure that no member of staff is left alone with children until all their vetting systems have been completed. Practices such as these help to protect children from unsuitable adults.

The leadership and management team has systems in place to evaluate the provision and staff practice. It has completed a self-evaluation form and set targets for improvement to the outcomes for children. For example, they have assessed the provision for physical development and, as a result, they have introduced dance classes every week. This has improved children's opportunities to engage in physical exercise as well as their understanding of keeping healthy. Management and staff have also successfully addressed actions previously raised by Ofsted. For example, staff have completed additional training on healthy eating. As a result, they have improved the variety of healthy food available for children choose from. This has successfully improved children's choice and decision-making skills, as well as their understanding of healthy eating.

Managers supervise staff well which helps to ensure that they understand their roles and responsibilities. Regular appraisals also successfully identify areas for staff's professional development. These systems support and help drive improvement within the nursery and, therefore, benefit the children.

Staff provide a range of information for parents, which includes the nursery's policies and procedures. Display boards provide general information on aspects of the club, as well as details about children's activities. This helps everyone be aware of their responsibilities and what is happening in the environment. Parents are very happy with the care provided for their children. They say the staff are brilliant and their children enjoy coming to the club. Parents are very happy with the information shared, and they particularly like the opportunities for children to develop their creativity. Staff fully recognise the need to work with other professionals. They are aware of procedures to support children who have special educational needs and/or disabilities. For example, they liaise with the schools co-ordinator for children with special educational needs and/or learning disabilities to obtain further advice and support in meeting the children's individual needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY347745
Local authority	Brighton & Hove
Inspection number	828534
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	22
Name of provider	Extratime
Date of previous inspection	24/09/2009
Telephone number	0560 1165 690

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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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