

Tommy's Time After School Club

St. Thomas School, Kepple Lane, Garstang, PRESTON, PR3 1PB

Inspection date

01/12/2014

Previous inspection date

06/05/2009

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 actively listen to children's views and plan around their interests and what they enjoy. This supports children's motivation to learn and develops their self-confidence.
- Staff develop warm and respectful relationships with the children. This fosters a sense of belonging and children are happy and enjoy their time at the club.
- The manager puts a strong focus on safeguarding children and policies and procedures are in place to ensure that their welfare is protected. Children are kept safe and are supported well by the staff.
- Staff establish very good relationships with parents and the school to promote continuity in children's care and as a result, their needs are well met.

It is not yet outstanding because

- The manager does not always ensure that all records are easily available, so that staff are able to access information quickly to ensure the smooth running of the club, in order to promote children's welfare.
- Staff are sometimes too task focused during routines and do not always maximise opportunities for children to interact socially, for example, by sitting with them during snack 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's arrival time and activities in the indoor and outdoor play areas.
- The inspector spoke to the children, parents and members of staff.
- The inspector reviewed regulatory records, including evidence of staff qualifications, training and suitability to work with children.
- The inspector discussed the procedures for safeguarding children with the staff and viewed the risk assessments and other documentation relating to safety.
- The inspector reviewed the provider's priorities for improvement.

Inspector

Cath Palser

Full report

Information about the setting

Tommy's Time After School Club was registered in 1998 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within St Thomas Church of England Primary School in the Garstang area of Lancashire and is managed by a voluntary committee. The club serves the local area and is accessible to children, who attend the school. It operates from two rooms and there is an enclosed area available for outdoor play. The club opens Monday to Friday during term time. Sessions are from 3pm until 5.50pm. There are currently 64 children on roll, of whom nine are in the early years age group. The club employs six members of childcare staff, including a manager who works directly with the children. Of whom, three hold appropriate early years qualifications at level 2, including three, who hold a qualification at level 3. The club receives advice 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:

- devise more effective systems to make records more easily available, so that staff are able to access information more quickly to ensure the smooth running of the club, in order to promote children's welfare
- strengthen the organisation of routines, so that social opportunities are maximised, for example, by staff sitting with children as they eat, initiating conversation in a more relaxed atmosphere.

Inspection judgements

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

Staff demonstrate a good understanding of how play supports the children to make good progress in their learning and development. They use their secure knowledge to regularly observe and assess children's play activities and effectively plan suitably challenging activities that complement their time at school. A good range of outdoor resources enable the children to be physically active, for example, as they balance and climb on the wooden trim trail activity and enjoy playing football. The book area provides a quieter area for children to relax and do their homework. Children can access resources, which they choose and as a result, they develop good independence skills and have fun at the club. Staff are at hand when needed and when children invite them to join in with their play and during team games. For example, staff teach children the rules of card games and give clear instructions about how to play and take turns. As a result, children develop good listening and thinking skills as they learn to play cooperatively together.

Staff value the information, which they gather from the parents and the school to establish children's interests and skills. They are, therefore, able to plan activities to build and complement children's abilities and what they enjoy to ensure the needs of all children are well met. There is a good range of resources to offer opportunities to explore and develop children's imagination and creative skills. For example, children design and make their own vehicles from construction materials and use a range of early writing tools to create colourful drawings. These activities also promote children's fine motor skills and consequently, they develop good dexterity and coordination. Staff engage children in purposeful dialogue, giving them individual time and attention and showing a genuine interest in their views and opinions. They use good open-ended questions that support children to communicate with each other and with the staff. As a result, children are confident to speak about their interests and ask their own questions. They thrive as they feel listened to and valued.

Children of all ages socialise well as they sit together to share activities. Older children show sensitivity and kindness, for example, as they show the younger ones how to use different activities. As a result, children develop good personal, social and emotional skills as they learn to care and help each other. Children show self-motivation and the characteristics of effective learning. For example, as they concentrate on their mathematics homework on the computer and choose their own ways of doing things as they make their own crafts and models. Consequently, children develop good skills and attributes to support their future learning.

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

Children enjoy very good relations with the caring, friendly staff, who support them well with their care and well-being. Staff give a warm welcome and greet children by name and they talk with enthusiasm about why they like to attend and their favourite activities. Children's work is displayed around the room and they show visitors their creative drawings, expressing themselves with confidence and pride. This creates a positive environment where children feel a good sense of belonging. Children are confident at expressing their views and asking staff for specific activities that they wish to play with. Staff are very good role models and establish good expectations of the club, giving clear instructions and reinforcing ground rules. They offer gentle reminders to children to share and wait their turn, for example, during card games. Also, they show sensitivity and respect. Consequently, children behave very well and show thoughtfulness to each other. Children learn to keep themselves safe. For example, they understand the need to put toys away after they have finished with them, so they do not hurt themselves. They use helmets when cycling and handle scissors and tools with care. Detailed risk assessments are carried out to identify potential hazards and minimise accidents and incidents. As a result, children's safety is managed well.

Staff encourage children to be independent learners and manage their own personal needs. For example, children know to wash their hands before eating snack and after using the toilet. Children pour their own drinks and wash their plates and cups. However, at times, staff are too task focused during routines and do not always maximise

opportunities for children to interact socially. For example, by sitting with them during snack times to initiate conversations and enhance the good relationships with their peers. Children contribute to the menu and learn about making healthy choices, such as ordering the fresh fruit. At times, children help prepare snacks, such as pitta bread pizzas and parents are informed about what they have eaten.

Staff have established very good partnership working with parents and talk to them about their children's day. Parents speak highly of the staff and that children are keen to go to the club and the flexible settling-in procedures help them to become acquainted with the routines. Staff also work at the school and know the children well. They provide children with continuity of care and opportunities to complement what they have been doing during the day at school. Children benefit from using the school outdoor play areas and enjoy playing actively each day. As a result, children's health and well-being are supported well and they gain a good understanding of how to lead a safe healthy lifestyle.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are promoted well. The safeguarding children procedures reflect the requirements of the Local Safeguarding Children Board and posters are displayed in the staff room, so that they are easily accessible. Training opportunities and induction procedures ensure that staff are familiar with the procedures to follow, including the use of cameras and mobile telephones. All staff have completed safeguarding and paediatric first-aid training. They demonstrate a good understanding of what to do should they have concerns about the safety or welfare of a child, or any allegations made against a member of staff. Staff are deployed effectively to supervise the children and risk assessments are followed to ensure that the club is suitable and safe. There is a written statement of the procedure to follow in relation to complaints. Also, all staff have undergone the required checks to ensure they are suitable to work with children. As a result, children's safety is well protected. However, the manager does not always ensure that all records are easily available, so that staff are able to access information quickly, in order to ensure the smooth running of the club and to promote children's welfare.

The manager and staff provide a good range of appropriate resources and activities for the different range of children, who attend. Children are cared for in a spacious environment and the outdoor play areas are available daily, so they can enjoy more energetic activities in all weathers. The manager works directly with the children, providing a good role model and ensuring their needs are identified and well met. Staff performance is measured through regular supervision meetings and appraisals. Training opportunities are identified and addressed, to improve their already good understanding and practice.

Staff are invited to discuss all aspects of the club. Their views and those of parents and children are welcomed by the manager, who is proactive in asking for areas for improvement. They are invited to complete evaluations and questionnaires, so they can contribute to the club's self-evaluation process and improve practice. For example, the

manager now reserves a computer workstation for children, who ask to do their homework. As the staff from the club also work at the school, they pass relevant information onto parents and encourage them to share children's care and medical needs. For example, regarding specific dietary requirements, so that all children receive consistency of care and a smooth move between home, school and the club. The setting receives support and advice from the local authority to help maintain the good quality practice for children.

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	309750
Local authority	Lancashire
Inspection number	871871
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	64
Name of provider	Tommy's Time Committee
Date of previous inspection	06/05/2009
Telephone number	01995 603 454

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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