

Lawley Out of School Club

Lawley Community Centre, Lawley Village, TELFORD, Shropshire, TF4 2PR

Inspection date

04/12/2014

Previous inspection date

01/02/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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

- Children are provided with a suitable range of activities indoors, so that they are occupied and engaged.
- The club has established a sound relationship with the host school to support children's learning.
- Staff are friendly and approachable and ensure that information is shared with parents on a daily basis. This means that parents are kept well informed of their child's daily activities and welfare.

It is not yet good because

- Some members of staff are unsure about the procedures to follow if an allegation is made against a member of staff. This means that children's safety and welfare are not fully promoted in the club.
- Children's mealtimes are not always organised well enough to effectively promote children's independence and social skills.
- Staff do not always consider the needs of individual groups of children so that their physical development is suitably promoted.
- Self-evaluation is not rigorous enough to be fully effective. It does not take into account the view of parents or children.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the club and discussed how the club operates.
The inspector looked at a sample of children's records, the planning documentation
- and risk assessments, and discussed a range policies, including safeguarding, complaints and behaviour management procedures.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector spoke with staff and children during the inspection and observed children at play, in the indoor and outdoor areas.

Inspector

Kerry Wallace

Full report

Information about the setting

Lawley Out of School Club was registered in 2000 and is on the Early Years Register and the compulsory part of the Childcare Register. It is privately owned and operates from the local community centre, which joins Lawley Primary School in Lawley, Telford. Children are cared for in one main hall, with access to an additional room if required. Children have access to an outdoor play area. The club serves the immediate locality and also the surrounding areas. It opens Monday to Friday, term time only, from 8am to 8.45am and 3pm to 6pm. Children attend for a variety of sessions. There are currently 77 children on roll, of whom 34 are in the early years age range. There are currently six staff working directly with the children. Of these, five hold an appropriate early years qualification. Two are qualified to level 3 and three are qualified to level 2.

What the setting needs to do to improve further

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

- ensure all staff have a secure knowledge and understanding of the club's safeguarding policies and procedures, in particular, what action to take in the event of an allegation being made against a member of staff
- establish regular opportunities for children to engage in outdoor play in order to benefit their physical well-being.

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

- develop the self-evaluation procedure so that it is fully effective in identifying areas for improvement and includes the views of parents and children
- review and assess the effectiveness of tea-time routines so that children's independence and self-care skills are encouraged

Inspection judgements

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

Staff have an appropriate knowledge and understanding of the Early Years Foundation Stage. They use this to monitor and build on children's progress in the seven areas of learning. Staff liaise with the host school to find out about current topics so they can provide further activities to complement children's learning. As a result, the quality of teaching is satisfactory. Children's communication and language development is further

promoted through meaningful conversations between staff and children. Staff are caring and supervise the children from a suitable distance so that children feel confident to play with their peers. Children generally enjoy their time at the club and are occupied. However, some children become agitated and begin to run around the room. It is evident that they want to expend some physical energy. Staff are aware that some groups of children do not have an afternoon break in school but do not offer children a suitable opportunity to play outdoors in order to play exuberantly and expend their energy, as well as better promoting their physical development.

Children's personal, social and emotional development is fostered as they play board games and begin to negotiate turn taking with their friends. Staff support children's interactions by knowing when to intervene and participate in their play. As a result, children make suitable progress and develop the basic skills they need for their next stage of learning. Staff are aware of children's development and their next steps in learning because they gather appropriate information from their own observations, and through speaking with teachers. Nearly all children are working within the typical range of development expected for their age.

Partnerships with parents and the host school are appropriately established. Parents are welcomed into the club by friendly staff and engage in informal discussions about their child's activities. Staff encourage children to take home their craft work or to show their parents display work they have created. Parents are given regular newsletters to inform them of future activities or items of interest, to keep them fully involved. This helps to support children's welfare and prepare them for the next stage in their learning as they progress through school. Staff work closely with the host school to ensure that children's learning is complemented with similar topics. Information is passed on from school teachers to parents regarding children's achievements during the day. This means that parents are kept well informed about children's progress, both at school, and in the club.

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

There is an effective key-person system in operation. Information about this is displayed on the wall and staff are knowledgeable about individual children. Staff listen to what children have to say and respond accordingly. Children are confident and animated during their play. However, key persons do not use their knowledge about children to provide them with sufficient opportunities for outdoor play. This means that children's health and well-being is not always well supported as they are not able to benefit from physical exercise and fresh air. Children enjoy being outside and engaging in various ball games. On the whole, they are well behaved, polite and courteous to staff, visitors and each other. Parents are happy with the care provided by the staff in the club and comment that the club is 'brilliant' and staff are 'very friendly'.

Mealtimes are very busy and are not well organised. Children sit at tables and wait to be called up to the kitchen area for their tea. Staff hand out sandwiches and fresh vegetables to children. They do not actively promote children's independence and self-care skills by, for example, allowing them to serve themselves. Children who are served last have to wait approximately twenty five minutes before they can eat. This hinders children's personal,

social and emotional development as they are not able to eat and socialise simultaneously with their friends.

Key persons speak with children about their day at school and encourage them to discuss any concerns or issues they may have. This means that children are emotionally supported by staff. Staff ensure that the indoor hall is set up with a good variety of activities to occupy children. Children are able to choose where they would like to play and have freedom to move round the hall and into the quiet room. Children are helped with their school work and sit and play board games with their friends. On the whole, they are occupied and engaged in a wide array of activities. After tea time, staff clear away tables and provide children with different activities, such as skittles and other board games. They remind children not to run around the hall and explain that this could hurt others who are playing on the floor with small-world activities. Consequently, they are learning about their own safety, and that of others.

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

Leadership and management of the club requires improvement. Some staff are not clear of the action to take if an allegation is made against a member of staff. However, there are some appropriate strategies in place to keep children safe. There are posters displayed in the hall to show that mobile phones are not allowed. There are sound procedures in place to check that the staff working with children are suitable. Staff are vetted and have appropriate references from former employers. The premises are secure and safe. They prevent the unauthorised entry of visitors and ensure that children are unable to leave the building unsupervised. Staff ensure that visitor identification is sought from all adults and recorded so they have an accurate record of this. Regular fire drills are carried out and staff carry out daily visual checks of the environment to ensure it is safe and suitable for children. This promotes children's safety in the club.

Self-evaluation requires improvement. Staff monitor the provision by holding regular team meetings and discuss issues to improve the quality of experiences for children in the club. However, despite being a previous recommendation, management are not rigorous in evaluating their provision. For example, do not actively seek the views of parents and/or children in order to identify the strengths and weaknesses of the club. This means that not all stakeholders are involved in improving the quality of experiences in the club. However, the other recommendation made at the last inspection has been addressed. As a result, staff now obtain details of who has parental responsibility for children attending the club.

Partnerships with the host school are well established. Staff share information regarding children to complement their learning and development. Children have access to the school and playgroup's outdoor areas. Staff are aware of the importance of feeding back information from school to parents at the end of the evening. This ensures that parents are kept well informed and that the club and school work well together to meet children's needs.

The Childcare Register

The requirements for the compulsory 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	EY397232
Local authority	Telford & Wrekin
Inspection number	874053
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	77
Name of provider	Susan Christine Pritchard
Date of previous inspection	01/02/2010
Telephone number	01952 506767

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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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