

Archbishop Hutton's After School Fun Club

Archbishop Hutton's School, Back Lane, Warton, Carnforth Lancashire, LA5 9QU

Inspection date	08/12/2014
Previous inspection date	29/09/2010

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 have a good understanding of how children learn and develop. They plan interesting and challenging activities, which support the learning taking place in school and with other childcare providers.
- Strong partnerships with the host school and the local pre-school ensure staff support children's learning effectively.
- Children's behaviour is very good and behaviour expectations are consistent with those of parents and the school, so that children are clear about what good behaviour looks like.
- Staff ensure that children are safeguarded at all times. Security is robust and staff have a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage.

It is not yet outstanding because

- Staff do not always make the best possible use of snack time routines to further develop children's already good self-help skills.
- The arrangements currently in place for monitoring staff performance are sometimes infrequent, meaning staff occasionally go for longer periods than necessary without receiving constructive feedback.

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, adjoining room and the outside area, talking with children as they played.
- The inspector discussed aspects of the setting with the managers and members of the committee.
- The inspector checked the suitability and the qualifications of all staff working with children.
- The inspector spoke with parents, taking their views into account.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures, policies and parental consent forms.

Inspector

Janice Caryl

Full report

Information about the setting

Archbishop Hutton's After School Fun Club opened in July 2002 and is managed by a voluntary committee. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Archbishop Hutton's Primary School, in Warton, near Carnforth, Lancashire. The setting serves the immediate locality and also the surrounding areas. The setting opens five days a week from 8am until 9am and 3.10pm until 6pm, term time only. Children attend for a variety of sessions. Children are cared for across two rooms and have access to an enclosed outdoor play area. There are currently 52 children attending, eight of whom are in the early years age range. There are currently two staff working directly with the children, both of whom have appropriate qualifications at level 3. The setting is a member of the Out of School Alliance.

What the setting needs to do to improve further

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

- increase opportunities for children to be involved in the preparation and serving of their own snacks to further enhance their good self-help skills
- enhance the performance management even further so that managers are monitored and given even more support, for example by doing more supervision sessions.

Inspection judgements

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

Staff have a very good knowledge and understanding of how children learn through play. They provide a good range of exciting and interesting activities and opportunities, suitable for all children. As a result, children's interests and needs are well met. Staff effectively observe children, which gives them an insight into how children are developing and learning. They use the observations well to enhance the environment with challenging and purposeful activities. Staff acknowledge that children follow their own instincts, ideas and interests in their play. As a result, they quickly settle, become engaged in activities of their choosing and develop their independence skills. Staff know children well and provide opportunities where they are able to contribute to their own planning. Furthermore, staff successfully consult with other childcare providers and the reception class teachers to share relevant information. This means that staff are able to successfully build on the learning that is already taking place. Consequently, the good progress that children make in their learning and development is well maintained.

The environment is effectively organised and well-resourced. Children have access to a large outdoor play area where they develop their physical skills, using the bicycles and scooters. Children make good progress in their communication skills, because they are provided with endless opportunities to talk to each other and the staff. Children are responsive as the staff take the register, with many of the children saying 'Hello' in different languages. Staff acknowledge this and reply using the same greeting. As a result, children are developing into confident communicators. Staff provide ample resources for children to develop their imagination. For example, children enjoy playing together with the wide assortment of play-sets, working out where all the small figures and vehicles go. Staff are good listeners and join in with children's self-chosen play when requested. Children take great delight in putting on a performance where they sing and dance for staff and others. Staff and children applaud, showing how much they value and respect the contributions from children. Staff use well-developed skills to extend learning by encouraging children to think for themselves. For example, children enjoy experimenting with the musical instruments, smiling as they make the cymbals crash. Children use the wooden block and scraper to make different sounds. Staff support children's thinking skills, by asking them to think what it sounds like. Children are given ample time to think and make suggestions. As a result, they gain a sense of pride as they develop their self-confidence and self-esteem. Staff are enthusiastic and motivate children to take part in decorating some Santa biscuits. Children concentrate well, developing their hand and eye coordination, as they very carefully add the detail onto the biscuits. Children talk about how much they enjoy baking and making things at the setting, where they can be creative and take things home.

Staff gather information from parents when children first start. They use this information well and have continuing dialogue with parents. This ensures the needs and interests of children are always well met. Parents comment on how staff not only support the children, but also the parents and carers. For example, staff work closely with the children and families to support homework activities and reading sessions. Staff provide lots of information to parents about how the children learn and the activities they take part in. An attractive parents' display board shows photographs alongside clear explanations that link to the Early Years Foundation Stage. In addition, parents are able to view a scrap book, which illustrates the wealth of activities and experiences in which children have taken part in. Parents also have the opportunity to make suggestions and comments in a parents' book which is easily accessible. Consequently, parents feel wholly involved and informed of how their children are performing.

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

The staff are extremely warm and friendly, welcoming children as they enter from the school. Staff encourage children to help each other as they hang up their coats, promoting independence and social development. Children are eager to attend the setting. The strong and secure attachments established between staff and children, are evident as children confidently settle themselves in. Staff ensure that their emotional well-being is successfully fostered through an effective key-person system. Children know who they can go to when in need of support and demonstrate their affection by giving staff cuddles. Staff ensure children have areas where they can sit, relax, look at books and do

homework activities. These areas are planned and set up away from the noisier activities to meet the needs of all children. The behaviour of children is exemplary as they enter into the setting. This is because staff are good role models and children know their routine well. This excellent behaviour continues throughout the session. This is because staff are always clear and concise when providing explanations. In addition, the behaviour expectations are set in line with the schools policies and procedures, which ensures consistency. Furthermore, staff promote good manners and politeness at all times. As a result, children gain very good personal and social skills.

Staff help children to adopt healthy lifestyles and incorporate this learning into everyday routines. Snack time consists of an array of healthy choices, which are interesting, tasty and nutritious. Children choose a filling for their tortilla wrap and have a wide choice of fresh fruits, such as, apples, grapes and satsumas. Children develop their self-help skills as they choose and pour their own drinks and take their snack to the table. Children have a choice of low sugar cereals and toast at breakfast time. They serve themselves and clear away their own utensils. However, there are missed opportunities during the after school session to support children further in developing their already good self-help skills and independence. This is because children are not always involved in preparing and serving snack themselves. Children have regular opportunities for outside play and enjoy running, using the equipment and negotiating the different levels and surfaces. Children playing indoors, thoroughly enjoy bouncing on the mini-trampoline, where they take turns and learn to use the equipment safely. Staff teach children about the importance of staying safe, taking care of themselves and the environment. As a result, children develop an understanding of risk and how to manage it safely. Furthermore, they know the rules in place for their safety, such as, understanding what areas of the school they can access.

Many of the children attending the setting are also pupils of the host school. Some staff also work with children in the school. This means that these children are already familiar with the environment and the adults taking care of them. Communication between the reception class teacher and the staff in the setting is highly effective. Consequently, the move between school and the setting for children is seamless and promotes good shared learning opportunities. Staff also have very good links with the local pre-school, from which, some children attend the after-school setting. Information is shared effectively to ensure the care, welfare and educational needs are known, to ensure suitable support and continuity is provided. As a result, all children settle well and benefit highly from the wide range of activities and experiences.

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

The leaders and managers have a good understanding of how to protect children from harm. They demonstrate their understanding of what to do, should they have concerns about children's welfare. This helps to ensure that children are kept safe from harm or abuse. The managers ensure that all their core training is current, such as, safeguarding children, first-aid and food hygiene. This shows their commitment to ensuring children's safety is maintained at all times. Policies and procedures are well written and reviewed regularly by the managers and the committee members. These are effectively shared with

parents and carers and contribute to the safe and efficient management of the setting. Children are kept safe and secure as they play and take part in activities. Visitors to the setting cannot gain unauthorised entry and are suitably monitored to ensure children's safety is maintained. The managers deploy themselves well to ensure all children are effectively supervised at all times, without encroaching on their play. The staff ensure that all areas are checked and all potential hazards minimised so that children can play safely. All staff, including those who provide relief cover, have been vetted through the Disclosure and Barring Service check system. The committee members ensure that any new staff or students are safe and suitable through robust recruitment and induction procedures. This means that children are effectively safeguarded in all aspects of the after school setting.

The managers monitor children's play and learning by observing and working directly with the children on a daily basis. Their combination of skills in the principles of playwork and child development means that the children benefit highly. In addition, it helps them have a comprehensive overview of the educational programme and improve children's experiences. The managers effectively evaluate the provision every evening, by discussing how the session went. They respond to suggestions made by others, including the children, and address any actions immediately. For example, recommendations from the last inspection have been suitably addressed, such as, providing quiet areas where children can reflect. The management committee are very aware of their strengths and areas to develop the setting further. They are in the process of updating focused improvement plans so that aspects of the setting continually improve. The committee know of their responsibilities to support staff and monitor their performance. Annual appraisals help the staff to plan personal and professional objectives. For example, they identify their training needs and action plans are put in place to ensure objectives are met. The management are supportive and offer occasional supervision sessions. These provide staff with opportunities to share concerns or request further help or support. However, there is room to enhance this aspect of performance management, so that staff feel even more supported and valued.

The managers have excellent links with the host school and the local pre-school. The managers make regular visits to the pre-school to ensure that the links are effectively maintained. They successfully share information and seek advice from teaching staff in the school, such as, the special educational needs coordinator, should the need arise. As a result, communication is very effective, which contributes to meeting the needs of all the children. Parents involvement in their children's time at the setting is fully encouraged. They give their views through verbal discussions and questionnaires, which are consistently positive. Parents comment on how supportive, warm, caring and nurturing the staff are and how much their children enjoy attending. They add that sometimes, they have to wait, because their children are having so much fun, they are reluctant to leave.

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	EY241735
Local authority	Lancashire
Inspection number	855851
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	52
Name of provider	Archbishop Hutton's After School Fun Club Committee
Date of previous inspection	29/09/2010
Telephone number	01524 734305

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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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