

Edisford After School Club

Edisford CP School, Edisford Road, CLITHEROE, Lancashire, BB7 2LN

Inspection date	11/12/2014
Previous inspection date	10/10/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		1
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

- Partnerships with parents, external agencies and other providers are robust, well established and make an excellent contribution to meeting children's needs.
- Staff know children well and as a result, plan suitably interesting and challenging activities for them to enjoy.
- Staff are good role models for children and provide clear guidance about what is acceptable behaviour. As a result, children's behaviour is good.
- Children are kept safe and secure because staff understand and implement the club's safeguarding and welfare policies and procedures effectively.

It is not yet outstanding because

- Opportunities for staff to learn from each other and share their best practice by watching each other work and discussing their observations are not yet fully embedded to further improve teaching.
- There are few opportunities for younger children to experiment with numbers and become more familiar with numerals, in order to strengthen their interest in mathematics.

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 looked at staff's planning files and observed activities throughout the club.
- The inspector spoke with staff, children and parents, and held discussions with the manager and a member of the committee.
- The inspector checked evidence of the suitability and qualifications of staff, and sampled a range of other documentation.
- The inspector reviewed parent questionnaires and took account of the views of parents spoken to on the day.

Inspector

Sue Rae

Full report

Information about the setting

Edisford After School Club was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a committee and operates from a classroom in Edisford Primary School in Clitheroe, Lancashire. The club is accessible to children who attend the host school. Children use the hall, dining area and the school grounds for outdoor play. The club employs four members of childcare staff, three of whom hold appropriate early years qualifications at level 2 or above. The club is open each weekday, from 7.30am until 9am and 3.20pm until 6pm, during term time only. The club also offers a school holiday provision. Children attend for a variety of sessions. There are currently 56 children on roll. Of these, 12 are in the early years age group.

What the setting needs to do to improve further

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

- build on existing good systems for the monitoring of staff performance to focus even more sharply on raising the practice of all individuals to the highest level, for example, by providing opportunities for staff to observe each other and share discussions about their practice

- enhance the stimulating learning environment even more, to enable younger children to extend their understanding of mathematics and experiment with matching numbers, numerals and objects, for example, by including more numbers and numerals as labels.

Inspection judgements

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

Staff interact well with children, as they play games together and encourage children to count, share and take turns. They create a positive environment where children can relax and have fun with their friends after their busy day at school. They make sure that children are provided with a variety of resources and activities to support their learning and development. This enables children to make free choices in their play. Children are inquisitive and are confident to ask questions. They demonstrate their social skills as they pass the parcel and support the younger children to take turns.

Staff encourage children to share their opinions and note their ideas on the interest board. This helps them to be aware of children's changing interests, so that they can incorporate these into the planning of activities. Children show their enjoyment of activities, as they happily sing songs when they play. They are confident communicators, for example, as

they converse with each other at the construction table and make positive comments about each other's models. However, opportunities to develop younger children's understanding of mathematics even further and experiment with matching numbers, numerals and objects, is less well-supported. This is because numbers as labels are not used as well as they could be to ensure children's learning is always extended. Children play cooperatively with the role-play resources, which help to promote their imagination. They have opportunities to use large apparatus situated in the school grounds, which positively promotes their physical skills. These activities complement what children are doing in school and help them to be ready for their next stage in learning.

Staff engage well with parents, and relationships are positive and friendly. They share information with parents about how their children have been and the activities that they take part in. For younger children, staff use a message book to enable staff from school to communicate and share information with parents and staff from the out of school club. Ongoing communication about the children's interests contributes to meeting their needs and helping them to feel settled. Parents think the club offers many activities for the children and they say children particularly enjoy using the computers and taking part in art and craft activities.

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

The key-person system is highly effective and well embedded in practice, which helps children form extremely close emotional attachments. As a result, they develop an excellent sense of security within the setting. Staff place a high priority on ensuring children develop their confidence, independence and excellent social skills. Consequently, children gain exceedingly positive attitudes and dispositions to prepare them for future learning. Children are extremely happy in this highly exciting and stimulating, yet wonderfully nurturing environment. They come into the setting eagerly and are keen to participate in activities on offer. Children explain that they 'love coming to the after school club, because there are lots of toys and activities to do' and they 'enjoy playing games with the staff and their friends'. Staff have excellent systems in place to ensure children settle well into the setting. For example, information about the needs of younger children is communicated using a message book for sharing information between school, parents and the out of school club. This allows effective communication to take place ensuring the needs of the children are successfully met. Children are exceptionally well supported as they move from school into the after school setting because staff develop excellent links with school staff. This has a significant impact on the success of the settling-in process. Staff are caring and sensitive and adopt a nurturing approach, which ensures all children feel valued and respected.

Children's behaviour is excellent and they play well together. They are involved in developing the club rules, so that they understand expectations that keep themselves and others safe. Staff ensure children have many opportunities to develop their physical skills; they provide daily access to outdoor play in the school playground. This means that they have regular exercise and fresh air, which effectively promotes their health and well-being. Staff teach children the benefits of healthy food, fresh air and exercise in order to sustain

energy and to grow and develop. Children talk to each other and staff about foods that are good for their bodies. Staff role model excellent hygiene practices, which are imitated by children.

Children are exceptionally secure as they respond to constant positive praise and encouragement from adults. They are involved in devising the rules of the setting and learn to respect the feelings of others. Children learn to behave appropriately from the examples set by staff and from each other, and as a result, their behaviour is exemplary. For example, they play together harmoniously and are exceptionally kind and considerate towards staff and each other. Staff provide children with clear and consistent boundaries and guidance and any minor incidents are dealt with sensitively and fairly. They encourage self-discipline and discuss any unwanted behaviour at children's individual level of understanding.

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

All staff have a good understanding of their responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. There are a range of procedures and policies to support children's health, safety and well-being. The club has appropriate systems to check that staff are suitable to work with children. Regular training for staff ensures that they understand child protection procedures and know how to act to protect children. They know the signs and symptoms that would alert them to a child at risk and what to do in such an event. Effective records are kept for accidents and any medication to be administered. Risk assessments are carried out each day and environmental risks minimised to keep children safe. The site is well protected because the club is inside the school building with a high chain-linked fenced outside area.

All staff contribute to the daily monitoring of individual children's activities and evaluating their achievements. Staff also contribute to the improvement of the provision through formal and informal review processes. Parents and children are encouraged to contribute their views to this evaluation of the club. The manager evaluates the provision regularly and has worked hard to drive improvement for the benefit of children. Furthermore, all staff understand how young children learn. The manager use appraisals and self-evaluation sessions to offer staff support and identify opportunities for professional development. Staff have good opportunities to pursue training and develop their professional skills. Although there are plans to implement peer observations, these are not yet embedded so that the practice of staff can be raised to the highest level through honest and critical reflections.

Partnerships are successful in ensuring all children are supported effectively. The club works very well with parents and other external agencies, such as the local authority, health professionals and the host school. All parents spoken to on the day of the inspection were very complimentary about the club. For example, they are very pleased with the information they receive from all staff and the strong links between home, the

club and school.

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	EY235783
Local authority	Lancashire
Inspection number	870021
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	56
Name of provider	Edisford After School Club Committee
Date of previous inspection	10/10/2008
Telephone number	01200422239

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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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