

Langdale School Care Club

Langdale Primary School, Langdale Road, Clayton, Staffordshire, ST5 3QE



Inspection date

23 January 2015

Previous inspection date

31 January 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider does not have robust procedures for notifying Ofsted of significant changes and ensuring members of the committee are appropriately vetted and suitable for their role. This has led to breaches in the Early Years Foundation Stage and Childcare Register requirements.
- The key-person system is not fully effective in supporting children's individual learning and promoting engagement with parents. This means that children do not always receive learning experiences tailored to their individual needs.
- Self-evaluation and monitoring is not securely embedded. Staff and parents are not fully involved in decisions about what needs to be improved and there are minor inconsistencies in the quality of children's assessment records.

It has the following strengths

- The provider has made several improvements in the pre-school and care club, so that both environments are more appealing for the children and offer more stimulation and challenge.
- Children's health and well-being is well promoted. Staff are friendly and supportive and they care for the children well.
- The new management team are beginning to work more closely together, to implement changes and improve the quality of the setting.

What the setting needs to do to improve further

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

- implement robust procedures for notifying Ofsted of significant changes and make sure all committee members complete necessary checks to ensure that they are suitable for their role, including obtaining a Disclosure and Barring Service check.

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

- strengthen the effectiveness of the key-person system by planning more time to work with key children and working more closely with all parents, to gain a better understanding of each child's individual needs and stage of development, particularly on entry to the setting
- build on self-evaluation and monitoring by involving staff and parents in identifying priorities for improvement and by robustly monitoring children's assessments to ensure that all children make the best progress.

To meet the requirements of the Childcare Register the provider must:

- implement effective systems to ensure that the registered person (the committee) is suitable to work with children, which must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- implement effective systems to ensure that the registered person (the committee) is suitable to work with children, which must include obtaining an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed activities in the pre-school room and conducted a joint observation with the manager.
- The inspector spoke with children, staff and parents, and held meetings with the manager and some members of the committee.
- The inspector looked at children's assessment records and sampled a range of other documents, including evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Jan Linsdell

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Overall, teaching is improving, but it is not yet consistently good to ensure that all children make good progress. The key-person system is not fully embedded, which means not all staff have an accurate view of children's achievements. This is largely because staff are not planning enough time to work directly with their key children, so that they fully understand and meet their individual learning needs. Staff are using new systems to observe and assess children's development and plan for their next steps in learning. They organise the environment well, so that children engage in activities that promote all areas of their learning. Staff take time to introduce activities to the children and explain how the equipment can be used. This enables children to make informed choices in their play. Staff work closely with the nursery teacher and share information about children's learning needs, which helps to support children as they move between the two settings. Partnerships with parents are starting to develop, but staff have not explored how to involve parents in contributing to children's initial assessments on entry.

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

Care practices successfully support children's health, safety and emotional well-being. Children benefit from having direct access to a well-equipped, covered outdoor play area, which they can use in all weathers. Staff also organise fun activities where children move their bodies to music. Breakfast time has improved for the younger children because staff provide a wider range of healthy options. Children have their lunch with older children in the school hall. They select and carry their own food, which promotes their independence and supports their readiness for school. Staff have a secure understanding of their responsibility to safeguard children. They know how to implement the child protection policy to protect children from harm and they are clear about the procedures for dealing with allegations against staff. Parents comment that staff are 'really friendly and caring'. This helps children to form positive relationships and develop strong attachments.

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

Since the last inspection, there have been significant changes. The appointment of a new manager and the support of a strong committee mean that practice is starting to improve more quickly. Overall, leaders understand their responsibility to meet legal requirements. However, they have failed to notify Ofsted of changes to the committee and have not ensured all members have a Disclosure and Barring Service check. The impact of this is lessened as these individuals do not work directly with children. The staff team are well qualified and additional training has helped to improve staff's confidence and knowledge of the learning and development requirements. Staff are deployed appropriately to supervise the children. Staff morale is positive and they are well supported through team meetings and supervision. Self-evaluation and robust monitoring of children's progress is not yet fully embedded. Parents and staff are not fully involved in identifying areas for development and there are minor inconsistencies in the quality of children's assessments.

Setting details

Unique reference number	EY461850
Local authority	Staffordshire
Inspection number	966953
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	85
Number of children on roll	135
Name of provider	Langdale School Care Club Committee
Date of previous inspection	31 January 2014
Telephone number	07767 837 012

Langdale School Care Club was registered in 2013 and operates from Langdale Primary School in Clayton, Staffordshire. The setting employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday, all year round, except for Christmas holidays. Sessions are from 7.30am until 6pm. The setting provides funded early education for three- and four-year-old children.

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