

# Putteridge Primaries Extra Care Club



Putteridge Infant School, Putteridge Road, Luton, Bedfordshire, LU2 8HJ

## Inspection date

26 February 2015

Previous inspection date

10 November 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
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		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children's personal, social and emotional development is warmly promoted by caring staff. An effective key-person system ensures that parents are fully aware of who their child's key adult is. Very good settling-in procedures mean that staff and parents work together to help children settle and feel confident.
- Partnerships with parents are strong and parents speak highly of the established staff team. Parents are warmly welcomed and communicate effectively with staff to ensure that children's needs are consistently met.
- Children behave well and staff are consistent in their approach to managing behaviour. Relationships between children of different ages who attend the club are strong, with older children very willing to support the younger ones. As a result, this has a positive impact on children's emotional well-being.
- Staff demonstrate a good understanding of the Early Years Foundation Stage. They work with teachers at the school to enhance children's learning and development during their time at the club. Consequently, children are making good progress.
- Staff consistently liaise with school staff to promote continuity of care. Most club staff work within the school during the day, and this promotes opportunities to fully support children, including those with special education needs and/or disabilities.

### It is not yet outstanding because:

- Staff do not always seize upon opportunities for children to practise their mathematical knowledge during activities.
- Staff supervision is not used frequently enough to fully promote regular opportunities to identify precise training needs.

## What the setting needs to do to improve further

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

- extend opportunities to increase children's mathematical development, for example, by encouraging them to use simple calculations during their play
- enhance the frequency of staff supervision to identify training needs, evaluate practice and secure opportunities for continued professional development.

### Inspection activities

- The inspector held joint discussions with the club manager in relation to observations of the children's play, learning and progress.
- The inspector took into account the views of many parents spoken to during the inspection.
- The inspector looked at evidence of the suitability of staff members. She also viewed a range of other documentation, including first-aid training certificates and club procedures.
- The inspector observed general play and the tea time routine in the key stage one hall. She talked with the staff and children at appropriate times throughout the inspection.

### Inspector

Jo Rowley

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff provide children with a range of planned activities that engage them and also offer opportunities for them to relax. Through discussion with parents and teachers, club staff incorporate individual children's next steps in learning into their play. For example, children have good opportunities for developing their communication and literacy skills as they participate in the 'office' role-play area. They take on different roles, practise their handwriting skills and share their own ideas and suggestions with each other. However, opportunities to enhance children's mathematical skills are not always maximised. For example, children participate in a construction counting game. Staff tend to do the actual counting, rather than encouraging children to count and calculate for themselves. Children's physical development is promoted well by regular use of the outside area. In addition to this, they also use a varied selection of resources available inside. This contributes positively to motivating children's learning and development through play.

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

Children receive a warm and friendly welcome as they arrive at the club and settle at activities with ease. They build strong bonds and attachments with helpful staff and laugh happily as staff engage in their play. Staff promote children's emotional well-being, for example, they consistently praise them when taking part in challenges and games. As a result, children are confident and staff are promoting their emotional well-being. The relationships children have with their peers are strong. For example, when young children require support during an activity, older children are very quick to help them. This demonstrates that children develop relationships with ease and their behaviour is good. Children access the bathroom and prepare for home time independently, although staff are available and willing to support them if this is required. Children eat a range of healthy snacks and learn about reducing the risk of the spread of infection through good hygiene practice.

### **The effectiveness of the leadership and management of the early years provision is good**

Arrangements for safeguarding children are good. Robust recruitment and induction procedures mean that everyone is aware of the action to take in the event of a child protection concern being raised. Staff attend safeguarding training as a whole team and are aware of the signs and symptoms of abuse. Partnerships with parents are strong and to ensure that parents are aware of the club policies and procedures they are invited to an induction session before their child starts. Regular newsletters and discussions keep parents informed about what is going on at the club. The management of the club has taken action to meet the previous recommendation and is keen to improve further. Staff qualification ratios are good and the manager observes staff practice on a regular basis. Staff attend training and take part in regular team meetings. However, staff supervision is not used frequently enough to ensure that training needs are swiftly identified. This means opportunities for staff's continuous improvement are not maximised.

## Setting details

<b>Unique reference number</b>	EY310614
<b>Local authority</b>	Luton
<b>Inspection number</b>	862038
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	50
<b>Number of children on roll</b>	220
<b>Name of provider</b>	Putteridge Infant School Committee
<b>Date of previous inspection</b>	10 November 2011
<b>Telephone number</b>	01582 876793

Putteridge Primaries Extra Care Club registered in 2005. The committee-run club operates from within Putteridge Primary School in Luton. The club employs 10 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The club opens Monday to Friday, term time only. Sessions are from 7.45am to 8.45am, and from 3.30pm until 6pm.

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