

Forton After School Club

The Village Hall, School Lane, Forton, Preston, PR3 0AS



Inspection date

8 March 2016

Previous inspection date

3 May 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- Leadership is very strong. The manager has high expectations and a clear vision for the club. She and the staff team work very closely together with children and parents to identify areas of improvement. This contributes to robust self-evaluation of the setting.
- Children's views and opinions are valued highly. Children are encouraged to make decisions and contribute to the planning of activities. This helps to give them a sense of belonging and self-worth.
- Children's behaviour is excellent. Children help to establish their own ground rules for behaviour. Staff promote good manners through everyday routines and children show politeness and respect to others.
- Children are kept extremely safe and secure. Staff are vigilant and ensure all hazards are minimised. Children are involved in completing their own risk assessments. This helps to give them a sense of responsibility and effectively teaches them about managing risk.
- Partnerships with parents are very effective. Information is successfully shared on a daily basis. Parents are very complimentary about the service. They say that they feel well informed about daily activities and events. They also comment that they are always welcome and have opportunities to be involved in any decision making.

It is not yet outstanding because:

- There are few opportunities for children to explore and experiment with technology resources.
- The monitoring procedures for staff are not yet focused fully on raising the quality of their practice to an even higher level.

What the setting needs to do to improve further

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

- provide more opportunities for children to use their skills and explore technological concepts
- strengthen the process for monitoring staff performance and focus more highly on their continued professional development.

Inspection activities

- The inspector viewed the premises, inside and out, talked with children and discussed aspects of policy and practice with committee members, managers and staff.
- The inspector looked at a wide range of documentation appertaining to the health, safety and management of the setting. She also viewed records showing planning, evaluations and children's comments.
- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of the qualifications and suitability of staff working in the setting.
- The inspector spoke to a small number of parents during the inspection and took account of their comments in completed questionnaires.

Inspector

Janice Caryl

Inspection findings

Effectiveness of the leadership and management is good

The nominated person and the manager have a strong drive to ensure children are provided with a high-quality service. The manager is very professional and extremely organised. She and her staff team are well qualified and very committed. Children have a very good range of exciting and stimulating activities to choose from. The flexible and relaxed approach to promoting play and learning is very successful. This is demonstrated as children become engaged and engrossed in activities immediately on arrival at the setting. Leaders, managers and staff are involved in reviewing the policies and procedures which are shared with parents and carers. This contributes to the overall successful management of the setting. The arrangements for safeguarding are effective. Managers have a very high regard for safeguarding and ensure that robust procedures underpin everything that staff do. Staff have a clear understanding of the steps to take should they suspect a child is at risk of harm. Recruitment procedures are robust and help to ensure the suitability of staff.

Quality of teaching, learning and assessment is good

Strong links with the host school help staff to deliver activities that complement children's learning in school. For example, children enjoy using their creative skills as they decorate plant pots. This links with a topic in school on garden centres. Staff promote effective conversational language and promote good thinking skills as they chat and ask thought-provoking questions about the subject. Children are confident communicators and show pride in their creations as they share their handiwork with others. Staff use their observations well to plan activities that interest and motivate children. Children are involved in evaluating their own activities. They use a 'floor book' to record their pictures and comments. Staff take high regard of these comments and use them to inform their next steps in planning. These, in turn, are thoroughly evaluated, making the whole observation, assessment and planning cycle very effective.

Personal development, behaviour and welfare are good

Children are relaxed and enjoy their time at the setting. Children are self-motivated and initiate their own play. They develop their problem-solving skills and use their imagination as they make dens. Staff provide appropriate support, as necessary, while encouraging children to make their own plans and decisions. Staff ensure that resources are ready and available so that children can develop their own ideas successfully. Children confidently ask for additional items when needed. Older children are encouraged to help and support younger children, which they do willingly. Staff are successful at promoting children's physical and emotional well-being. Independence and self-help skills are fostered effectively. Children are encouraged to wash their hands after using the toilet and before eating. Staff trust children to be responsible and follow health and hygiene guidelines. This is evident in practice. Children help prepare and set out food and drink items for their snack. These consist of healthy items that children can help themselves to throughout the evening. Children help staff monitor this by placing their name on the board when they have finished eating.

Setting details

Unique reference number	EY438377
Local authority	Lancashire
Inspection number	853919
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 11
Total number of places	24
Number of children on roll	47
Name of provider	Forton After School Club Committee
Date of previous inspection	3 May 2012
Telephone number	01524 592893

Forton After School Club was registered in 2011. The club employs 5 members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The manager holds a relevant level 4 qualification and one member of staff has Qualified Teacher Status. The club opens from Monday to Friday, term time only. Sessions are from 3.15pm until 5.45pm.

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