

Fellview After School Club

Fellview School, Caldbeck, Wigton, Cumbria, CA7 8HF



Inspection date

27 April 2016

Previous inspection date

16 July 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Met	
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

- The high staffing ratio and deployment of experienced, well-qualified staff help meet children's individual needs. The activities on offer, such as the art and craft opportunities and map making activities, follow the children's interests, complement their learning and help them to progress further.
- Children are well behaved. They have fun and enjoy themselves. Older children are sensitive to the needs of the younger children and demonstrate their caring attitude towards them during their play.
- Staff provide a warm and welcoming environment where children form good relationships with one another and the staff. Children respond well to the staff's caring approach and nurturing attitude. This effectively promotes children's self-esteem, confidence and emotional well-being.
- Children's good health and physical development are promoted effectively. They have regular opportunities to be active when using the school's outdoor play spaces.
- Staff established strong relationships with parents, carers and the host school which help to promote continuity in meeting children's individual needs. Parents and carers state that they are very happy with the service provided for the children and state that their children settle quickly when first attending the after-school facilities.

It is not yet outstanding because:

- Staff have not fully considered the organisation and availability of toys and resources to support children further to make independent choices and further develop their own play.
- Arrangements for staff's professional development are not fully used to strengthen their existing good knowledge and expertise.

What the setting needs to do to improve further

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

- organise toys and resources more effectively to help children to make further choices about their play
- strengthen staff's interactions and work with the children even further by enhancing opportunities to develop the professional knowledge and expertise of the staff.

Inspection activities

- The inspector observed activities indoors, and the interactions between staff and children.
- The inspector completed a joint observation with the manager.
- The inspector spoke to staff and children throughout the inspection.
- The inspector sampled a range of documentation, such as, the self-evaluation, policies and procedures and staff records.
- The inspector spoke to parents and carers during the inspection and took account of their views.

Inspector

Carys Millican

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff demonstrate a good understanding of the safeguarding policies and procedures. They know their roles and responsibilities with regard to keeping children safe and protected. Risk assessments are maintained. The procedure for the arrival and departure of children is effective. The door is monitored during these times, which ensures that children cannot leave the building by themselves. Records are fully maintained in respect of any accidents or incidents. Robust recruitment and vetting procedures ensure all adults are suitable to work with children. Annual appraisals are completed and staff training is maintained through the host school. Staff form good relationships with parents and information is exchanged effectively with the foundation stage teacher. This helps to ensure children's individual care and learning needs are consistently well met.

Quality of teaching, learning and assessment is good

All children are happy and confident on arrival at the after-school club. They talk to staff about their day at school and what they have enjoyed doing. The club is welcoming and relaxed. This helps children to feel safe and secure. Staff provide a range of stimulating activities based on children's interests and skills. There are plenty of art and craft resources to promote their creativity and planned opportunities on different days for more active physical play outside. For example, children decorate compact discs to hang in the garden areas. They create faces out of various materials and design colourful patterns that glisten and shine when they move. Children engage in conversations with staff who ask them questions that skilfully extend children's thinking skills. They give them time to consider their answer and constantly praise their achievements. There are quiet areas in the hall where children can rest and relax while listening to music or looking at books. Staff encourage children to ask for alternative resources which are stored in the cupboard.

Personal development, behaviour and welfare are good

Children know the staff, which helps them to settle quickly. The key-person system meets younger children's individual needs and is firmly established. Children build close relationships with each other. Older children are kind and courteous. For example, they are happy to wait their turn during craft activities. Children behave very well and treat each other with respect. They listen to instructions, help each other and play well together, building on their social skills. Children consider the hazards in their immediate environment and how to keep themselves safe. Children know what to do when the fire alarm goes off. They quickly line up with the staff and walk over to the fire meeting point. Children follow well-established hygiene routines that contribute towards their healthy lifestyle. Children enjoy a healthy snack and social occasion when sitting together at snack time. Staff provide activities that support children's knowledge of their community and wider world, for example, while looking at a map of the world on the plastic cover on the table.

Setting details

Unique reference number	317433
Local authority	Cumbria
Inspection number	1042298
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	26
Number of children on roll	24
Name of provider	Fellview After School Club Committee
Date of previous inspection	16 July 2012
Telephone number	016974 78437

Fellview After School club was registered in 1997. The nursery employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 4 and two hold appropriate early years qualifications at level 3. The after-school club opens on a Wednesday, Thursday and Friday during term times only. Sessions are from 3.15pm until 5.45pm. The club supports children who have special educational needs.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

