

Light Oaks Before & After School Club



Light Oaks Infant School, Lancaster Road, Salford, Lancashire, M6 8LU

Inspection date

12 May 2016

Previous inspection date

20 June 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The provider has notified Ofsted of changes to members of the committee. However, Ofsted has not been provided with the necessary information to enable committee members to complete all required suitability checks.
- Staff do not make the most of links with the host school in order to identify ways in which to complement children's learning in school.
- Occasionally staff miss opportunities to develop children's independence skills further.

It has the following strengths

- Since her appointment, the manager has implemented a wide range of changes, which has had a positive impact on the experiences of children who attend the club
- Staff provide a wide range of activities, both indoors and outdoors. They talk to children as they play and support them to make the most of the fun activities provided.
- Children of all ages play very well together. Older children encourage younger ones into their play. Children take turns and share toys and resources with their friends.
- Children help to develop their own club rules. This contributes effectively to developing children's sense of belonging.

What the setting needs to do to improve further

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

Due Date

- ensure Ofsted is provided with the necessary information to enable them to complete all suitability checks when new members of the committee are appointed. 12/05/2016

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

- develop more effective strategies to share information with the host school, in order to enhance the continuity of children's experiences
- enhance opportunities for children to develop their independence further.

Inspection activities

- The inspector spoke with both children and staff and observed play and learning activities within the main room and outdoors.
- The inspector spoke with the manager at appropriate times during the inspection. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the club.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Denise Farrington

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The provider has applied to the Disclosure and Barring Service for appropriate checks to be completed when appointing new members of the committee. However, Ofsted has not been provided with the necessary information to enable them to carry out all suitability checks. Staff have good understanding of safeguarding and child protection procedures. They know who to contact should they have concerns for a child's welfare. Staff complete daily checks of the environment and take appropriate steps to ensure any risk to children is minimised. The manager and staff evaluate the quality of the service they provide. They take into account the views of children and parents in order to plan future improvements. Regular supervision meetings are used to monitor staff performance and identify future training needs. This helps to ensure staff keep up to date and develop their skills further.

Quality of teaching, learning and assessment is good

Staff play alongside children, talking to them about what they are doing. Children enthusiastically encourage staff to join their play. Staff ask questions and challenge children to predict what may happen next as they play. For example, children delight in mixing colours as they paint. Staff ask children to predict what changes they will see as they mix the colours, and afterwards they explain to their friends how they made a new colour. Staff encourage children to express their wishes and help them to make decisions about what they would like to play with. They listen to children's ideas and plan activities which interest them. Children enjoy a wealth of experiences outdoors. They play extremely well together. Children are effectively taught to respect each other and be mindful of each other's safety as they play. For example, older children listen to staff and abide by rules when playing football in order to keep younger children safe as they play close by. Communication with the host school focuses predominantly on the care needs of children. Information about children's learning in school is not effectively shared to enable staff to complement and build on their learning and experiences during their time at the club. This means that children are not fully benefiting from a common approach that will help them prepare for their next stage in learning as they move up through school.

Personal development, behaviour and welfare are good

Children are happy and settled, they develop close bonds with the staff. Children are enthusiastic, motivated and play confidently in this busy club. However, opportunities to further develop children's independence as they play and through club routines are not fully embraced. Staff do not consistently support and encourage children to do things for themselves. Staff are good role models for children. They manage children's behaviour consistently, explaining why some behaviours are not appropriate and supporting children to make the right choices. Children behave very well and are respectful of staff and each other. The key-person system helps to ensure that parents are kept well informed of things which affect their child. Staff regularly talk to parents and inform them of the things their child has enjoyed at the club. Staff understand the benefits of a healthy lifestyle. They provide a wide range of healthy and nutritious snacks and encourage children to be physically active in the outdoor area.

Setting details

Unique reference number	EY278382
Local authority	Salford
Inspection number	1041335
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	80
Number of children on roll	140
Name of provider	Light Oaks Before and After School Club Committee
Date of previous inspection	20 June 2013
Telephone number	0161 788 8099

Light Oaks Before and After School Club was registered in 2004. The club employs 11 members of childcare staff, three of whom hold appropriate early years qualifications at level 3. The club opens from Monday to Friday during term time only. Sessions are from 8am until 8.55am and 3.30pm until 5.30pm.

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