

Langdale School Care Club

Langdale Road, Clayton, Newcastle under Lyme, Staffordshire, ST5 3QE



Inspection date

7 July 2016

Previous inspection date

9 February 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Risk assessment of the outdoor area is not robust enough. As a result, there are occasions when hazards are not identified and removed quickly enough.
- Although the manager provides regular support and training for practitioners, she does not check the quality of their teaching. As a result, practitioners are not helped sufficiently to improve.
- The planning for activities does not take enough account of what children know, understand and can do. Consequently, teaching does not rigorously target what children need to learn next.
- Self-evaluation is not methodical enough to ensure that actions to address weaknesses in practice are taken swiftly and effectively.

It has the following strengths

- Children have frequent opportunities to listen to stories individually and in small groups. Practitioners read expressively and ask children questions about the story and what might happen next. As a result, children learn to enjoy stories. They begin to understand that stories unfold in a sequence from the beginning to the end.
- Practitioners provide sensitive care and support for children who are new to the care club pre-school. For example, when recently admitted children are reluctant to participate, practitioners play close by with other children. This means that new children can watch and listen until they feel ready to join in.
- The out-of-school club is well organised. Children play happily together. When it is time for school they listen carefully to practitioners and know the routines they must follow. This helps children to arrive in school on time and ready to learn.

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
■ improve systems for outdoor risk assessment	21/07/2016
■ improve systems for monitoring the quality of teaching so that practitioners receive support and training that is precisely matched to what they need to do to raise standards	08/09/2016
■ ensure that the planning of activities takes full account of what children need to learn next, so that all children benefit from taking part and are well supported to take the next steps in their learning.	06/10/2016

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

- evaluate the provision more thoroughly, in order to quickly recognise weaknesses in practice and procedures and to drive rapid improvement.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the club manager.
- The inspector held a meeting with the club manager. She looked at relevant documentation, such as the club's self-evaluation and evidence of the suitability of practitioners working in the club.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector
Susan King

Inspection findings

Effectiveness of the leadership and management requires improvement

Risk assessments carried out daily do not include close checking of the perimeter of the outdoor play area. As a result, when neighbours make changes to the boundary fence, practitioners do not immediately identify potential hazards to children. Nevertheless, actions taken following the last inspection to address risks associated with children's use of tablet devices have been strong and effective. The impact on children's learning of practitioners' attendance at training is not checked. For example, practitioners attended training to improve their understanding of how children learn to link letters with sounds. However, because teaching is not monitored effectively, the reason for practitioners attending the training is not clear. Furthermore, there is no measurement of how teaching, or the rate of children's progress, has improved following the training. Safeguarding is effective. Practitioners know what they must do if they consider that a child is at risk of abuse or neglect. The recruitment of new practitioners is safely managed.

Quality of teaching, learning and assessment requires improvement

The assessment of the progress of children whose communication and language development gives cause for concern lacks precision. Consequently, plans for their learning do not focus closely enough on the elements of their speech and language that require attention. Planned activities do not take enough account of what children are ready to learn next. For example, children demonstrate good cutting skills, but the activity set out for them is too difficult for any of them to complete. However, in general, teaching helps to promote children's progress. Children learn the names of the days of the week, as they are repeated every day at group time. They learn the meaning of the words loud and quiet when they play percussion instruments and sing together. Children take part in self-registration every day so they learn to recognise their name in print.

Personal development, behaviour and welfare require improvement

Weaknesses in leadership and management mean that children's well-being is not always promoted to the highest level. However, staff supervise children well to make sure they come to no harm. Children follow consistent rules and routines. They learn to use the toilet independently and know that they must wash their hands afterwards. Children know that they have to clean their teeth regularly. A high proportion of older pre-school children attend the school nursery class in the room next door for part of each day. Both teams work with parents to prepare children well emotionally for their move on to the Reception class. Children have daily opportunities to climb, run and pedal vehicles outdoors. This helps to promote their physical development. Children confidently approach practitioners to ask questions. Practitioners promote children's self-esteem well.

Outcomes for children require improvement

Weaknesses in teaching and assessment mean that children do not make as much progress as they could. Gaps in their learning are not closed as swiftly as possible. However, most children make typical progress in relation to their age and starting points and are ready to start school. Children begin to form the letters in their name correctly. They count accurately and understand some of the purposes of numbers and counting.

Setting details

Unique reference number	EY461850
Local authority	Staffordshire
Inspection number	1040254
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 11
Total number of places	85
Number of children on roll	157
Name of registered person	Langdale School Care Club Committee
Registered person unique reference number	RP901948
Date of previous inspection	9 February 2016
Telephone number	01782 714459

Langdale School Care Club was registered in 2013. The club employs 12 members of childcare staff. Of these, two hold appropriate early years qualifications at level 5, one at level 4, seven at level 3 and one at level 2. The club opens from Monday to Friday all year round, except for bank holidays and two weeks at Christmas. Pre-school and holiday club sessions are from 7.30am until 6pm. Out-of-school club sessions are from 7.30am until 9am and from 3.15pm until 6pm. The club provides funded early education for three- and four-year-old children. It supports children who have special educational needs or disability and those who speak English as an additional language.

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