

# Langdale School Care Club

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



## Inspection date

14 March 2017

Previous inspection date

7 July 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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		Good	2

## Summary of key findings for parents

### This provision is good

- The manager has worked hard to bring about a marked improvement in the overall quality of the club. Staff's practice is monitored and any training needs identified and addressed. Partnerships with parents, schools and the local authority advisor are good. These effective partnerships help staff to evaluate and build upon their practice to ensure children continue to make good progress.
- The manager has developed two-way partnerships with the children's teachers, in order to share information about children's individual learning needs. Staff encourage parents to take books home to read with their child. This, along with sharing information about their child's progress, encourages parents to support their child's learning at home.
- Staff provide a learning environment with a strong focus on promoting children's independence and language development. This prepares children well for school.
- Staff cheerfully welcome parents and children when they arrive in the morning. They engage in children's play, following their lead and their interests at all times. Children form positive and trusting relationships with staff and other children.

### It is not yet outstanding because:

- Some staff do not focus strongly enough on fully developing their key children's numeracy skills.
- Some key persons do not provide enough opportunities for children who speak English as an additional language to use their home language during their play.

## What the setting needs to do to improve further

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

- provide children with more opportunities to build on and develop their numeracy skills
- explore even more ways to encourage children who speak English as an additional language to express themselves in their home language during their play.

### 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 discussed with staff how they assess children's learning and plan for children's progress.
- The inspector completed a joint observation with club's manager.
- The inspector held a meeting with the club's manager. She looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspectors spoke with staff and children during the inspection.
- The inspectors took account of the views of parents spoken to on the day and from information included in the club's own parent survey.

### Inspector

Linda Yates

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of their responsibilities for protecting children from abuse or neglect. They are able to effectively identify risks and take measures to reduce these in the indoor and outdoor environment. The manager analyses and reflects on the progress of individual and specific groups of children and compares these across the club. This helps to make sure that children's next steps in their learning are precise.

### Quality of teaching, learning and assessment is good

Staff have recently completed training on the Reggio Emilia approach and how to make science fascinating. They follow children's interests, in particular their stories. They use this as a long-term project incorporating science and providing children with opportunities to investigate. Staff provide children with opportunities to explore light and dark and discuss nocturnal animals following their interest in their latest story. They use a wide range of effective teaching strategies in their interactions with the children. During story time, staff encourage children to predict and recall events developing their communication skills. Staff encourage children to listen to each other and value other children's conversations. Children enjoy playing with a range of construction materials indoors and outdoors. During such activities, staff ask children questions to extend their thinking and vocabulary.

### Personal development, behaviour and welfare are good

The outdoor environment offers children good opportunities to take manageable risks in their play. The extensive wooden climbing apparatus helps children to develop their agility, balance and coordination. This includes the wobbly chain bridge, climbing wall, steps and the slide. Additionally, they balance on the tyres inserted in the ground vertically and on the wooden stepping stones. Furthermore, children can choose to play with the tricycles and scooters. Meals and snacks provided for the children are nutritious and well balanced. Staff use a wide range of effective approaches to encourage children's positive behaviour. They encourage children to develop their independence. Children enthusiastically tidy up before the song finishes, pour their own drinks at snacktime and put on their own coats.

### Outcomes for children are good

All children make good progress. Children have weekly French lessons and confidently use simple French words. They enjoy weekly structured music and movement sessions that build on their already good confidence, coordination and social skills. Children thoroughly enjoy the daily circle time. They get to know everyone in the group, talk about their home life and find out about other children's experiences. Older children are confident at recognising their name and the initial sounds in words. Children make their own choices and establish their own ideas as they learn through their play.

## Setting details

<b>Unique reference number</b>	EY461850
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1056785
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 11
<b>Total number of places</b>	85
<b>Number of children on roll</b>	154
<b>Name of registered person</b>	Langdale School Care Club Committee
<b>Registered person unique reference number</b>	RP901948
<b>Date of previous inspection</b>	7 July 2016
<b>Telephone number</b>	01782 714459

Langdale School Care Club was registered in 2013. The club employs 11 members of childcare staff who all hold appropriate early years qualifications. One holds a qualification at level 6, one 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.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

