

Play and Learn Before and After School Club

Inspection report for early years provision

Unique reference number	EY391348
Inspection date	19/10/2009
Inspector	Margaret Baines
Setting address	Ightenhill Primary School, Alder Street, BURNLEY, Lancashire, BB12 6ED
Telephone number	01282 428246
Email	
Type of setting	Childcare on non-domestic premises

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 rates 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 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Play and Learn at Ightenhill Primary School, provides out of school care for a maximum of 40 children aged from four years old to eight years old on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register. There are presently seven children on roll of whom two are in the early years age group. The group operates from within the Ightenhill Primary School situated in Burnley in Lancashire. Opening hours are Monday to Friday from 3.30pm to 6.00pm. The provision is managed through the Play and Learn Company Limited. Children have access to the main school hall, two classrooms, suitable toilet facilities and outdoor grounds. The club is managed by a qualified manager and an assistant. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff responsible for individual children observe them regularly and make suitable plans, so that their individual needs and preferences are met. Children are safe from the time when they are brought from their classroom to the time when their parents collect them. Links with parents are satisfactory, with information exchange of a satisfactory standard. Self-evaluation is developing, although it does not involve parents and children at present. The club has demonstrated that it has satisfactory potential for further improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that at least one person with a current paediatric first aid certificate is on the premises at all times when children are present. (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 19/11/2009

To further improve the early years provision the registered person should:

- further develop the use of observation and assessment to identify the next steps in children's learning.
- continue to develop the self evaluation process to bring about further improvement

The effectiveness of leadership and management of the early years provision

The manager and assistant are aware of their responsibility to safeguard the children in their care. There are in place robust safeguarding policies and procedures, which are effectively implemented by staff who understand their roles and responsibilities with regard to ensuring children are safeguarded in the after school club at all times. Policies and procedures are available to parents and staff, these are implemented to ensure the smooth running of the setting. Recruitment procedures are rigorous to ensure children are cared for by suitable persons. Staff's ongoing suitability is addressed through induction procedures, probationary periods and appraisals. Detailed risk assessments and health and safety practices, ensures children are safe both indoors and outside. Safety equipment and procedures ensures the safety of children on the premises, during arrival and collection times. For example, children are collected only by persons known to the manager.

The Registered Provider supports staff's personal development to ensure children are cared for by staff who are qualified or experienced practitioners. Staff demonstrate they are clear about their roles and responsibilities and work effectively as a team, they are committed to improving their knowledge and everyday practice by attending training sessions. However, the manager and her assistant have yet to complete an appropriate first aid course.

Systems are in place to encourage feedback from parents who feel positive about the care provided. Self evaluation is developing, although at present it does not involve the views of parents and children. The manager and staff are beginning to identify strengths and weaknesses to promote improvement. Staff monitor the activities provided, the planning and the environment to ensure inclusive practice is maintained. The setting has established positive relationships with parents and carers, ensuring each child's needs are met effectively.

Children are supported by staff who are kind and interested in them. The learning environment is accessible, inclusive and welcoming. Staff promote equality of opportunity. Children's work is displayed and resources are accessible to aid independence, choice and decision making.

The quality and standards of the early years provision and outcomes for children

Children are happy and settled because they enjoy their time here. They benefit from the care and activities provided by the staff who are developing their knowledge and understanding of the Early Years Foundation Stage and how children learn. Small attendance numbers ensures that the key person system is effective. Consequently, children form strong attachments with persons who know them well and are conscious of their individual needs to support them to achieve satisfactory outcomes. Staff help children prepare for life by providing a balance of child-initiated and adult-led activities that helps children develop a positive attitude

to learning. Children play in a spacious hall with an enclosed well resourced outdoor play area readily available. Resources are easily accessible for children. Should additional resources be requested, they are easily obtained from adjacent classrooms. Children make satisfactory progress towards the early learning goals, as they enjoy the activities in the out of school club. Staff are developing a system to observe and assess children's achievements, although at present this is weak. The next steps in children's learning are yet to be identified.

Staff constantly monitor the environment and routines to ensure all children are included and their individual needs are met. Children develop a sense of achievement as staff use praise and encouragement frequently. Behaviour is good as children play together because staff are clear about what is expected of the children. For example, they know they must share resources, they must not run indoors unless playing an organised game and they are encouraged to participate in tidying resources away. Children enjoy counting number recognition and opportunities to develop their problem solving skills during construction activities. Children also enjoy mark making, creative play and physical play daily. Children competently use tools and equipment as they draw, paint and make models. Their creativity and imagination are developed effectively through role play experiences and art work. They enjoy board games, including large versions of popular games such as snakes and ladders.

Children also enjoy books and quiet time. Staff skilfully extend children's learning by challenging them and using open-ended questioning. This encourages children to think for themselves and promotes language and communication skills.

Staff support children in all activities, constantly praising them, boosting self-esteem and confidence. As a result, children develop a strong sense of themselves. They are confident in the company of adults and self-assured. Children are developing their understanding of the importance of healthy living, hygiene practices and healthy lifestyles. Staff encourage independence and self-help skills in everyday routines. Children help themselves to a drink, they wash their hands at appropriate times of the day. They enjoy a suitable range of healthy snacks, for example, sandwiches and fruit. Children learn safe practices, such as the emergency evacuation procedure, although this has not been recorded.

The learning environment is welcoming, inclusive, accessible, safe and adapted to meet individual needs. Children's understanding of difference and diversity is suitably addressed. Children learn about our wider world through books, small world figures and discussion with staff. The celebration of a variety of festivals, including Easter and Christmas helps children to develop an understanding of our wider world.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met