

Poulton After School Club

Inspection report for early years provision

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Inspector Lynne Naylor

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Type of setting Childcare - Non-Domestic

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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.

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Description of the setting

Poulton After School Club was registered in 1998 and is run by a committee. It operates from Poulton St Chad's Church of England Primary School in Poulton-le-Fylde, Lancashire. Children are mainly cared for in the main hall, although the whole school is registered for use. Children also have access to enclosed outdoor play areas.

The club opens Monday to Friday during term time only. The breakfast club opens from 7.30am to 8.50am and the after school club opens from 3.30pm to 5.50pm. A maximum of 40 children may attend at any one time. The club is registered on the Early Years Register. There are currently 11 children attending who are within the Early Years Foundation Stage. The club is also registered on both the voluntary and compulsory parts of the Childcare Register. There are currently 86 children attending in this age group. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The club employs six members of child care staff. Of these, two hold appropriate early years qualifications at Level 2 and four at Level 3. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for and make good progress in their learning and development. A competent staff team deliver play-based activities in an inclusive, accessible and safe setting. They are supported by a positive partnership with parents and strong links with the host school. The staff team demonstrate a good capacity for continuous improvement. They are beginning to evaluate the setting against more robust criteria and are starting to include the views of parents and children in the self-evaluation process.

What steps need to be taken to improve provision further?

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

- evaluate the setting against the requirements of the Early Years Foundation Stage and extend the ways parents and children are involved in the process
- improve the systems for recording risk assessment
- strengthen partnership working in order to develop a cohesive approach to monitoring children's progress towards the early learning goals and identifying children's individual learning priorities.

The effectiveness of leadership and management of the early years provision

Staff effectively safeguard and promote the welfare of children. They fully understand and follow clear, written child protection policies that are in line with Local Safeguarding Children Board procedures. Some staff are trained in first aid, which enables them to safeguard children's health in an emergency. Every day, staff follow a written checklist to help them visually check that the indoor spaces are suitable and safe for children. However, the record of risk assessment is not yet fully developed to include all hazards and the way they are minimised. Children mainly use the school hall with direct access to an outdoor area. Staff deploy themselves effectively to monitor children's safety as they move freely between indoors and outdoors. Records of children's attendance, evacuation practice, accidents and medicine administrations are well maintained. While the procedures for the recruitment and vetting of staff are rigorous, performance review systems have not yet been formalised.

The well-established staff team work closely to discuss the management of the club and are aware of their strengths and areas to improve. They report to a committee that meets regularly to discuss the management of the club. Information to aid evaluation is occasionally gathered via questionnaires from parents. Staff listen and respond to some views expressed by children, for instance, a pool table was acquired following a request. However, the views of children are not actively sought. The recommendations made at the last inspection have been appropriately addressed. There is now an effective system to notify Ofsted of significant events and a checklist to ensure the replenishment of items in the first aid box. Staff regularly receive appropriate child protection training and are aware of how to work with other agencies. Since the last inspection, there have been other self-identified improvements. Resources are stored on trolleys, which means staff are able to bring out these resources every day. This enables children to easily help themselves to a wide range of toys and equipment. A range of outdoor areas, including a multi-use games area, playground and an adventure playground, provide children with suitable spaces for a wide variety of different physical activities.

Parents make positive comments about the staff and their children's care. They have access to information about the setting through a simple information pack and through daily verbal exchanges and displayed notices. Written policies appropriately reflect the requirements of the Early Years Foundation Stage. These include all required information about children's backgrounds and needs and are kept in a file accessible to all parents. The partnership with the school that children attend is effectively evolving to support the delivery of the Early Years Foundation Stage. Good quality information is received from the school that enables the after school club staff to deliver play-based group activities that complement those provided at school. A formal system to track each child's progress has been devised, but not yet implemented. Additionally, an arrangement to exchange information to promote and extend individual children's learning has been agreed with the school. Monitoring of children's progress towards the early learning goals

and identifying their next steps for development is not yet fully developed.

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

Children are knowledgeable about all aspects of healthy living. At any time during the club, children confidently pour their own drinks from jugs of water and sugar-free cordial. Children are fully involved in the preparation of snacks. They butter their own toast and crumpets and add their own toppings. A wide array of healthy snacks is available for children to access at any time. Children help themselves to chopped orange, apple, pear, carrot, celery and cucumber. Food tasting days provide opportunities for children to experience a wider range of foods. For example, they try foods from other cultures, such as naan bread, prawn crackers as well as tropical fruits. Every day, children exercise vigorously in the fresh air as they engage in a wide range of outdoor physical activities. For example, they play with balls and parachutes and sometimes practise climbing skills on equipment in the adventure playground. Some days children enjoy games, such as football, in the multi-use games area.

Children demonstrate a good understanding of safety, for example, they take care when using scissors in the creative area. Interesting visitors raise each child's awareness of how to keep themselves safe. Community police officers talk to children about safety, for instance at bonfire night. They also show how fingerprints are taken. The road crossing warden also visits to talk about road safety.

Children are well cared for and make good progress towards the early learning goals in all areas of learning. Children refine their numeracy skills and develop their hand to eye coordination as they play pool. Children demonstrate a keen awareness of shape as they complete jigsaws. They develop their creativity as they take part in craft activities, such as making Easter baskets. Children learn well from enjoyable activities. For example, they skilfully fold paper into aeroplanes and test different designs to see which fly the furthest. They demonstrate good literacy skills as they draw and write with a range of pencils, pens and crayons. Children display a good understanding of technology as they play. For example, they play with a till and a toy computer in their imaginative play. They are happy, settled and display high levels of self-esteem and a strong sense of belonging. They behave very well, confidently talk to each other and have an excellent relationship with the staff. Children develop fine personal qualities that enable them to take responsibilities for small tasks and develop skills for the future.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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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