

Tarleton Community Primary After School Club

Hesketh Lane, Tarleton, PRESTON, PR4 6AT

Inspection date	25/03/2014
Previous inspection date	13/01/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff have excellent links with the host school, for example, they regularly exchange information that can be used to meet the needs of the children. Activities complement the learning in the school in which children spend most of their time.
- The club's caring ethos and the staffs' commitment to meeting children's needs is evident in their attitudes, everyday practice and organisation.
- The positive focus on children's safety through good daily routines, risks being assessed and including children in managing their own behaviour means that they are protected and safeguarded.
- Systems to assess what the club offers are set against challenging and robust criteria and engage staff, children and parents in the process. Therefore, management and staff demonstrate a consistent capacity to improve outcomes for children.
- Children are at the heart of all planning. Staff purposefully plan fun activities and make excellent use of spontaneous opportunities to promote each child's learning.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the two main rooms and outside areas.
- The inspector spoke with the manager, staff and children at appropriate times throughout the observations.
- The inspector checked evidence of staffs' suitability to work with children, the provider's self-evaluation form and self-identified development plan.
- The inspector looked at children's observation files, planning documentation and a range of other records, policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Kathy Leatherbarrow

Full report

Information about the setting

Tarleton Community Primary After School Club was registered in 1997 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is run by a voluntary committee and operates from the old school hall, annexe, information and communication technology suite and associated facilities of Tarleton Community Primary School in Tarleton, Preston. Children have access to outdoor play areas at the back and front of the school premises.

There are currently 88 children on roll, of which 12 are within the early years age range. The club is open each weekday, term time only. Sessions run from 7.45am to 8.55am and from 3.25pm to 6pm. Seven members of staff, including the manager, work directly with the children. Six hold an appropriate level 3 play worker or childcare qualification and one holds an appropriate level 2 qualification.

What the setting needs to do to improve further

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

- enhance the access to the excellent range of activities outdoors, to make them readily available at all times.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The professional and dedicated manager and staff provide outstanding quality childcare. On arrival, children confidently enter the club where they are warmly greeted by staff waiting to hear about their news. Staff take time to listen to each child and are quick to respond to observed needs, requests and interests of children. Children are interested and keen learners and staff skilfully support their play and learning. Staff provide excellent support for children's learning within school. For example, they extend children's learning on topics, such as religion. Staff have a superb understanding of the Early Years Foundation Stage and the seven areas of learning. An established key person system ensures that each child's learning and care is tailored to their individual needs. Also, an excellent partnership with the school means that beneficial information is exchanged. Fully effective observation, assessment and planning systems support children in making excellent progress across all areas. Children's learning journals are shared with parents and contain annotated photographs and written observations. It is easy to see what progress children are making and implement any action where they may be falling behind. Parents have access to an array of useful information about the club on the notice boards, in newsletters and in files. A positive relationship with the parents and the school ensures children's transitions and continuity are smooth.

The club is rich, varied and imaginative. The walls are adorned with children's work and achievements, which they show off and explain with pride. There are excellent posters and labels around the club to promote children's literacy development. These are based on children's interests, for example, information on sponsoring a club and instructions for favourite activities, which cleverly encourages them to read. Children enjoy painting, writing, drawing and junk modelling using a range of materials, including readily accessible pens, crayons, paints and boxes. Outdoors, children develop physical skills and good coordination as they throw and catch balls in scoops. Indoors, children refine their mathematical skills as they discuss the two dimensional and three dimensional shapes of their snacks. They consolidate their numeracy skills as they play boxed games and card games involving number and complete patterns following templates with beads.

Children confidently explore technology as they access the school's computers and confidently use camera's. Children's awareness of diversity is actively broadened as they discuss difference positively with staff. For example, they are animated with their knowledge of Islam and how prayer mats are used. They explore Chinese New Year and enjoy a visit from someone to show them how to complete the art of origami.

The contribution of the early years provision to the well-being of children

Relationships between staff and children are relaxed, positive and supportive. Consequently, children feel safe, confident and settled at the club. The club is calm and relaxed, where children are making good friendships with children of different ages. Children develop an excellent understanding of healthy lifestyles. They choose to be physically active, for example, outdoors, some run around the playground, some play with bicycles, some balance and climb on equipment and some play football. However, there is scope to enhance the access to these activities to make them readily available at all times. Children thoroughly enjoy serving their own nutritious snacks, which helps develop their self-help skills. They follow hygienic procedures as they routinely wash their hands before touching any food. Children also help themselves from the varied fruit bowl if hungry throughout the session and carefully pour their own drinks. They are very aware of the importance of food, helping to build strong bodies and eating together is a happy, social experience.

Indoors and outside, staff are always on-hand to monitor the safety and well-being of groups of children. Staff effectively promote children's self-esteem and confidence. Children receive praise for achievements and positive behaviour. Their behaviour is exemplary. They have a clearly developed understanding of acceptable behaviour and show care and concern for each other. For example, older children articulately explain their club rules to ensure younger children have a clear understanding and feel included. Staff teaching skills in safety highly motivates children to learn. For example, after a club ball got taken from older children outside the club, staff arranged for the police to attend to talk to the children. The ball later got returned to the club and some children received a certificate of merit from the police for good detective skills. This helps children to develop an excellent understanding of personal safety and ownership. A thorough induction process ensures that all the legally required information regarding the individual needs of

children is in place. Staff obtain information from parents about any allergies and special dietary requirements. They agree and regularly review with parents individual care plans, which they use robustly to support children.

The effectiveness of the leadership and management of the early years provision

The manager has a clear vision that the club should be a place where every child has the opportunity to be truly valued and supported. She has a strong commitment to continuous improvement and since the last inspection, has worked hard with the staff team to achieve this. Rigorous procedures for quality assurance are securely embedded with all aspects of the provision thoroughly audited. Priorities for development are regularly discussed, parents and children are consulted and changes are implemented. Children freely voice their opinions about their club and write their own evaluations of activities and requests for equipment. Staff actively and purposefully seek children's views on a weekly basis to inform the following week's planning. They are effective in their response to children's comments and act on them quickly. The club are voting on an animal to adopt following children's interests in a charity.

The management and staff team have a very clear understanding of their roles and responsibilities with regard to the safeguarding and welfare requirements of the Early Years Foundation Stage. The manager and staff demonstrate their clear commitment to continuing professional development as they ensure they are well read on the changes and developments within early years. Children benefit from staffs' increased knowledge and skills as they attend internal and external training and networking groups. This significantly contributes to the success of the club.

Well-organised, updated documentation promotes the safe management of the club. Risk assessments are regularly reviewed and consistent security procedures keep children safe. For example, parents are reminded to put their mobile telephones away via intercom when seen on the closed circuit television requesting entry into the club. Children enjoy coming to the club and say that they feel safe. Robust systems are in place to ensure that all staff are appropriately vetted and suitable to work with children. Staff records for induction, supervision and appraisal are well ordered. The manager and staff team complete safeguarding training to ensure their knowledge is robust and children's well-being is of utmost priority. The staff team is well established, qualified, experienced and contributes significantly to the excellent quality practice that is provided to children. Established partnerships with other professionals contribute to effectiveness of the management. Positive relationships with parents are promoted through several means, including informal conversations, newsletters and questionnaires. Feedback from children reflects the high regard for the staff and how much they enjoy their time at the club.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	309712
Local authority	Lancashire
Inspection number	864937
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	88
Name of provider	Tarleton Community Primary After School Club Committee
Date of previous inspection	13/01/2009
Telephone number	07816 493 550

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.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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.

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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

