

Leaps & Bounds After School Club

Inspection report for early years provision

Unique reference number 106347
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Inspector Sandra Croker

Setting address Newport Community School, Landkey Road, Barnstaple,
Devon, EX32 9BW

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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

Leaps & Bounds After School Club was registered in 1999. It operates from a designated room and hall in Newport Community School in Barnstaple, Devon. It serves the local community. There is a secure, enclosed, outside, play area. The club opens each weekday during term time from 7.45am to 8.45am and from 3.05pm to 5.45pm. It operates a holiday play scheme for two weeks of the summer holiday. The club is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children from four years to under eight years may attend the club at any one time. Currently there are 69 children on roll, of whom 21 are in the early years age range. The club supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are four staff employed to work with the children; of these, two have early years qualifications at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children have excellent relationships with staff and each other and their needs are fully met. The club provides an extremely inclusive, safe and nurturing environment. Parents confirm that their children flourish at the club and make excellent progress in their personal, social and emotional development. Children's opinions and preferences are innovatively included in planning enriching activities. Working relationships with the school and parents and carers are exceptionally well established, significantly promoting children's continuity of care and learning. Experienced staff and managers overall implement highly effective systems to evaluate the setting and the club's capacity to improve is very strong.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhancing self-evaluation through rigorous arrangements for reviewing and monitoring to provide more thorough analysing of practice.

The effectiveness of leadership and management of the early years provision

There are exceptionally clear procedures and policies to keep children safe. Staff are trained regularly in how to deal with child protection concerns and respond appropriately to these in the best interests of the children. Recruitment and required vetting systems linked to safeguarding are fully in place and staff are

appropriately qualified for their roles and responsibilities. Staff are extremely vigilant in ensuring that children understand how to keep themselves safe at the club. A very secure environment is maintained by daily health and safety checks. Staff meticulously register all visitors. All policies and procedures are shared with parents and are fully embedded into the club's practice. The manager can highly effectively articulate the club's strengths and weaknesses. Leaders show ambition and drive to improve the club. For example, training is provided for new staff and they are encouraged to study for further qualifications. The club has an inspirational, staff appraisal procedure. Morale is very high and belief in the setting's success runs through all levels of staff. The club is highly effectively supported by the school and children are motivated to use the library and the school's computers. Staff point out that weaknesses are positively addressed by highly effective use of these resources. Parents' views and those of the children are highly taken into account when setting realistic targets for improvement. However, there is scope for even more rigorous monitoring and thorough evaluation of the quality of provision.

Children notably benefit from a high adult to child ratio and receive close individual attention from staff. Highly inclusive practice helps to ensure that all children feel welcome and valued. Very effective staff deployment provides excellent support for children's welfare and development. Children have a very good range of resources and activities provided on a daily basis. They have access to the resource cupboards to enable them to make independent choices in supporting their interests. Staff promote equality and diversity extremely well through the children's own 'forum' and regular discussion with them about their views. The needs of all children are exceptionally well met, including those with special educational needs and/or disabilities and those speaking English as an additional language. Exemplary partnerships with parents and the school contribute significantly to children's learning and development. Parents and carers supply detailed information through regular discussions and a parents' notice board. Staff work very closely with the school, sharing information about activities and children's progress, helping to ensure exceptionally good continuity of care.

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

Children flourish in an extremely friendly and relaxed environment. On arrival, they highly impressively settle quickly into their routines. For example, they confidently register themselves using a personalised picture card on a display board. They demonstrate exceptional consideration for others and older children have a particularly positive impact upon the care of younger children. They are very sensitive to their needs and happily include them in their play and conversation. Older children nurture younger children. For example, they patiently play outside games that younger children choose. They tolerantly explain the rules of new games that are introduced to younger children, making sure they can also take part. All children make excellent progress particularly in their personal social and emotional development. Staff have extensive knowledge of the Early Years Foundation Stage framework and the learning and welfare requirements of all

children. Staff highly effectively share observations of children's achievements across the areas of learning. They plan highly appropriate support and challenge, working with staff at the school to enrich the opportunities available. The standard of behaviour is outstanding. Children contribute highly impressively to the club through the use of a 'carpet time' session held three times a week. They enrich their time at the club by expressing their opinions about routines and providing ideas for activities.

They highly effectively use language to communicate, describe what they are doing and organise their play. They solve problems, as they build models from paper, construct with plastic bricks and play energetic games together on the playground. Parents comment enthusiastically on the extensive range of opportunities and are highly impressed by their children's level of engagement in activities. Children play challenging board games, where older children are motivated to follow complex instructions and younger children are inspired by staff to carry out number calculations. Children use their imagination, as staff stimulate discussion of the character of the people on cards collected during their game. Children are highly motivated to construct models by folding paper; they use flour and water dough to create shapes and decorate them. Children use an extensive variety of art materials. They develop an excellent understanding of the world around them, as they celebrate a very good range of religious and cultural traditions through cookery and art activities. Staff display their work very thoughtfully on the wall in the club room. Younger and older children enthusiastically share books in the school library and use the school computers very productively together to support club activities. Staff provide excellent support for groups of children and for individuals, working alongside them and making suggestions to enhance their play. Staff offer extensive praise to promote children's self-esteem and they impressively foster children's confidence. Children work exceptionally well together, showing excellent negotiation and cooperation skills. All children are treated as unique individuals and they are continually encouraged to make choices as a means of gaining confidence and boosting their self-esteem. For example, children vote on which game to collectively play outside and the one with the majority vote is played.

Children gain an exceptionally secure understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. They play each day outside as a group and, after snack time, they can then choose to play outside using a wide range of resources. Children are also able to play in the school adventure playground. They have abundant opportunities for energetic play. Children wash their hands before eating without needing reminding. Snacks are extremely healthy and nutritious and are varied to sustain interest and ensure a balanced diet. Children comment on how they thoroughly enjoy meal times at the club. They enthusiastically explain how they prepare food during adult-led tasks. They develop independence well as they pour out drinks and prepare their own sandwich. Children display extremely high levels of confidence and self-esteem.

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? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

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 | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| The effectiveness of safeguarding | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
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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 | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 1 |

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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