

Leasowes Before and After School Club



Leasowes Primary School, Porlock Avenue, Stafford, ST17 0HT

Inspection date	26 February 2016
Previous inspection date	27 May 2010

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is outstanding

- Partnerships with the on-site school are exemplary and include two-way information sharing. This ensures that continuity in children's care and learning is prioritised. Key persons understand the importance of providing time for children to talk about their day at school.
- Key persons develop excellent partnerships with parents. They support parents to be confident in helping their child's learning at home. Parents access an array of information about the service provided, including the club policies and procedures.
- Key persons are highly effective in organising the resources and activities so that children's independence is exceptionally well promoted. This makes sure that children are fully engaged and challenged at all times.
- The manager works closely with key persons to ensure that children's needs are identified and successfully met. Comprehensive information is sought from parents about their child's interests and they are fully included in the planning. Staff demonstrate the highest expectations for all children in their care.
- Children's behaviour is excellent. They develop secure, emotional attachments to their key persons. Key persons are excellent role models for the children, and older children show empathy and a high regard for those younger than themselves. This helps younger children to settle well and begin to build close friendships with one another.
- The manager works closely with the chairperson and committee, the staff, parents and their children, to ensure that the self-evaluation procedures of the club are fully inclusive of everyone's views. Consequently, any areas for further improvement are well targeted to benefit all children.

What the setting needs to do to improve further

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

- focus professional development on raising staff qualifications and teaching skills as far as possible and maintaining children's excellent readiness for school.

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 completed a joint observation with the manager of the club.
- The inspector held a meeting with the chairperson and the club manager. She looked at relevant documentation, such as the club's self-evaluation and evidence of the suitability of staff working in the club.
- The inspector spoke to a selection of staff during the inspection.
- The inspector spoke to a selection of parents during the inspection and took account of their views.
- The inspector spoke to children during the inspection and took account of their views.

Inspector

Mary Henderson

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. The management and staff have a clear awareness of the signs of neglect and abuse. They are fully aware of who to contact should they have a concern about any of the children in their care. Risk assessments are robust and ensure children are kept safe and well throughout the session. The high standard of monitoring of staff practice and planning supports children's continued readiness for school. Children's interests are identified through continued discussions with parents, children and the Reception teacher. Staff are provided with team and individual meetings with the manager to give them time to talk about children's needs and confidential issues they wish to discuss. As part of the ongoing self-evaluation, the registered person, along with the manager, has identified the potential to further extend the teaching skills of the staff, by extending the programme for their personal development. The provider recognises that this will enhance children's already first-rate readiness for school.

Quality of teaching, learning and assessment is outstanding

Children develop their excellent 'can do' attitude because staff use meaningful praise, and encourage their exploration and investigations. This, and support from staff who follow their lead, fosters children's excellent confidence and independence skills. Children enjoy an extensive range of activities. They regularly write their own names on their work as they make cards to take home for their families. They also like to search for books that are of interest as they freely access the library areas. They enjoy board games and are exceptionally well supported by staff to take turns fairly with others. Staff engage exceptionally well with children, which makes their club time exciting and fun. Children engage in challenging treasure hunts. They work in pairs and small groups, showing high levels of excitement as they work out the clues. Other children are supported well by staff as they ask questions and seek support to do their homework. These are some of the ways in which the staff work hard to encourage children's increasing development and skills across a range of areas of learning.

Personal development, behaviour and welfare are outstanding

Children learn about the importance of a healthy diet and lifestyle. They help themselves to a range of healthy snacks and have access to drinks throughout the session. During snack times, children show excellent manners at the table. Staff talk to them about the importance of being physically active. They take manageable risks as they use the fixed climbing equipment in the playground. Children also have an excellent choice of sports equipment and resources to help themselves to from their shed. Staff support children as they organise their own team sports games. Children thoroughly enjoy playing cricket, football and rounders or chasing one another round the school fields. Children develop high levels of confidence and self-esteem, fostering their excellent sense of belonging to the club.

Setting details

Unique reference number	EY376784
Local authority	Staffordshire
Inspection number	858397
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 11
Total number of places	56
Number of children on roll	110
Name of provider	Leasowes Primary School Committee
Date of previous inspection	27 May 2010
Telephone number	01785 356375

Leasowes Before and After School Club registered in 2008 and operates from Leasowes Primary School in Staffordshire. The club employs 12 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one holds an appropriate childcare qualification at level 2. The group opens Monday to Friday from 7.45am until 8.45am and 3pm until 6pm during school term times only.

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

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

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

© Crown copyright 2015

