

Alston Lane Out of School Club and Nursery



Scout Hut, Alston Lane Primary School, Preston Road, Longridge, PRESTON, PR3 3BJ

Inspection date	10 September 2015
Previous inspection date	6 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team regularly seeks the views of children, parents and staff to set priorities and drive improvement across all areas of provision. They have high expectations of children and staff. The strong links that have been established with parents, school and other professionals mean that children are offered consistency in their care and learning, including at home.
- Staff provide well-planned learning environments, indoors and outdoors, which are designed to meet children's individual interests. This supports children's curiosity to play and explore. All children make good progress from their starting points.
- Children are confident and motivated to join in. They are developing a growing understanding of how to keep themselves safe and healthy. Children form strong attachments with their key person and this helps them to settle in quickly.
- All children are making good progress towards the early learning goals, so that they are prepared well for school.

It is not yet outstanding because:

- Some activities are too long for some children. They do not encourage children to make their own contributions, therefore, some of them lose interest.
- Staff do not always use highly effective strategies to support children to manage their own behaviour and self-control.

What the setting needs to do to improve further

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

- plan activities more effectively, so that all children who are involved remain engaged and are given more opportunities to make their own contributions
- develop more consistency in the strategies used to support children to manage their own behaviour and self-control.

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 nursery manager.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures and the nursery and out of school club's self-evaluation.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the managers and directors.

Inspector

Cath Palsler

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Comprehensive assessment documents are in place to evaluate the progress of the different groups of children. The management team use this information well to drive improvement. All staff hold relevant childcare qualifications. Ongoing supervision, support and training impacts positively on the quality of teaching and learning. For example, following training, staff have planned the environment, so that mathematics is effectively integrated into activities across the nursery. This supports children to gain the skills they need to be ready for school. Parents are involved in their children's learning. They are provided with fun activities to support children's learning at home. The management team understand and effectively implement the statutory and other government requirements to meet the needs of children.

Quality of teaching, learning and assessment is good

The quality of teaching and learning is good. Staff use a range of effective strategies to support children to develop confidence in talking to others and expressing their own views and opinions. Children of all ages enjoy a range of activities that promotes their mathematics and literacy skills well. Staff form close relationships with parents to establish children's interests from the start. They have a secure understanding of the different ways that children learn. This means children are provided with a good range of experiences they enjoy and that promote their future learning. However, some adult-led activities are too long and do not always provide children with opportunities to make their own contributions and remain engaged and focused in their learning.

Personal development, behaviour and welfare are good

Staff provide an environment that promotes children's self-care and independence skills well. Children settle in quickly and are eager to join in activities and make new friends. They show a growing understanding of expectations of behaviour. However, staff do not always give children explanations about expected behaviour to help them to fully understand and apply their learning independently in different situations. Children thoroughly enjoy their time at the club and nursery and are motivated to play and learn. They make friends easily and play cooperatively together. Children begin to understand how to manage risks and stay safe. They learn about being healthy, for example, as they show an awareness of what food is good for them and the impact that exercise has on their bodies. This effectively promotes their physical and emotional well-being.

Outcomes for children are good

Comprehensive assessment documents are used to regularly monitor the progress of children at the nursery. These enable staff to promptly identify any gaps in children's learning and implement effective strategies of support. Therefore, all children are making good progress from their starting points and develop the skills needed for the next stage in their learning, including school.

Setting details

Unique reference number	EY408291
Local authority	Lancashire
Inspection number	850901
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	23
Name of provider	Alston Lane Out of School Club and Nursery
Date of previous inspection	6 March 2012
Telephone number	01772 783661

Alston Lane Out of School Club and Nursery was registered in 2010. The out-of-school club and nursery employ seven members of childcare staff. Of these, all hold appropriate early years qualifications to at least level 3, including one who holds level 6 and three at level 4. The nursery opens from Monday to Friday all year round. Sessions are from 9am to 11.30am and 12.45pm to 3.15pm, with lunchtime 11.30am to 12.45pm. The out-of-school club opens from 8am to 9am and 3.15pm to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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