

# Hatch Ride After School Club

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY260235                                                               |
| <b>Inspection date</b>         | 28 April 2008                                                          |
| <b>Inspector</b>               | Claudia Padfield                                                       |
| <b>Setting Address</b>         | Hatch Ride Primary School, Hatch Ride, Crowthorne, Berkshire, RG45 6LP |
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| <b>Registered person</b>       | Hatch Ride After School Club                                           |
| <b>Type of inspection</b>      | Childcare                                                              |
| <b>Type of care</b>            | Out of School care                                                     |

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Hatch Ride After School Club opened in 2003. It operates from the school hall and a classroom of Hatch Ride Primary School, Crowthorne. Only children attending the school can attend the club.

The after school club is registered for 24 children from 5 to under 8 years. There are currently 50 children from four to 11 years on roll. Children attend for a variety of sessions. The group currently support children with learning difficulties or disabilities.

The group opens five days a week during school term times. Sessions are from 15:15 until 18:00.

Currently six staff work with the children, of which 3 three hold appropriate qualifications. The setting receives support from the Early Years Development and Childcare Partnership.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Staff support and promote children's health well. Children alert staff when they go to the bathroom who remind them about health and hygiene procedures, which they independently carry out minimising the risk of cross infection. Staff ensure tables and surfaces are clean using an antibacterial spray. This maintains a clean and well maintained environment.

Children enjoy a varied and nourishing selection of snacks. They eat together in a social group enjoying the company of friends. Staff provide a range of healthy options and encourage all children to make healthy choices. These are encouraged by a variety of activities, such as, the 'smoothie' evening, although children lack opportunities to prepare and serve the snacks and drinks.

Staff plan a range of gross motor and large muscle activities after snack time. Children relish the time to let off steam and run around playing co-operative games in teams. Staff consider the age and abilities of the children selecting mixed teams, older children support and encourage the younger children in the group.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a welcoming environment, they are protected from harm due to the daily visual checks completed by the staff team. Staff understand the importance of supporting and ensuring the children play within a safe environment, reminding children not to run in the classroom and sit on all four feet of the chair so as not to trip. The Children freely access a wide range of art materials and spend time engrossed in creating a selection of artwork.

Emergency evacuation procedures are reviewed and practised on a regular basis. The staff team know the action to take, however, not all have carried out a practise with the children. Staff are aware of the need to record accidents and these are fully documented and shared with the parents. This ensures clear communication and partnership with parents. Staff remain vigilant and ensure all children are collected by the correct person. Staff discuss collection to ensure the care of the children remain a high priority. Staff safeguard and promote children's welfare through regular verbal updates and displaying copies of relevant polices and procedures.

Staff have an appropriate knowledge of child protection although they have not yet seen the revised polices and procedures being drawn up by the committee. The setting have all the required contact details and relevant information.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and settled they enjoy the company of the staff team sharing news about family members and events in their life. Children are independent in their selection of materials for their art work and create drawings paper aeroplanes and pictures which they take home and show the adults. During the free play session children self police the use of the computer games writing a list and negotiating the length of time each child is able to play for. When

disagreements happen the children quickly consult the staff who resolve through conversation and resolution.

Staff engage the children and spend time playing with them at the activities of their choice. Older children write the news and present it in front of friends, then compete against staff to see who can read more quickly. Children's thoughts and wishes are valued by the staff team who listen with interest to stories they tell. Younger children in the group are given quiet one to one time as they grow tired towards the end of the session. This increases levels of self esteem and confidence.

### **Helping children make a positive contribution**

The provision is good.

Children relate well to one another, they consider each other and share and take turns with little supervision. They settle to chosen activities and socialise across the age range. Older children on the games console fairly take turns and explain rules of the game to younger members of the group. Staff value and respect the children in their care, promoting the ethos of showing consideration for each other. Through conversation and reminders staff visit the expectations and behaviour boundaries, as a result children behave well. There is a calm and purposeful atmosphere in the classroom during the free play session.

Staff are friendly and approachable towards the parents sharing events of the evening and keeping them informed of information regarding the club. Children feel comfortable and communication ensures care is consistent. Effective relationships enable children to settle well and articulate their wishes and needs during the session. All are treated with equal concern and activities are all adapted to suit those who wish to participate.

### **Organisation**

The organisation is good.

The setting have developed a set of policies and procedures that support the staff in their day to day duties, however, not all staff have read these. Senior staff direct the less confident members of the team and ensure they are suitably deployed to meet the ratios within the group. Staff complete effective recruitment procedures to ensure the children are protected and work with supervision until all checks are cleared. Suitable records are in place and contribute to the care and development of the children. These are available to parents and a copy is displayed on the wall. This ensures effective communication is in place. Staff supervise the children within the hall during large motor activities and ensure that children are secure within the school setting.

Staff demonstrate warm relationships with the children and spend time listening and playing games of the children's choice. Warm relationships are evident. Overall, the provision meets the needs of the children who attend.

### **Improvements since the last inspection**

Since the last inspection the setting have developed a new set of policies and procedures that are required for the safe management of the setting. These are shared with the parents and displayed for ease of access.

The management have employed new staff and training and development of the staff team is being addressed. Suitable staff have completed the appropriate first aid qualification and are able to deal with an accident and complete the required documentation. As required the setting now have a system to keep the regulator informed of any changes within the management.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure all staff are fully aware of the procedures set out in the clubs revised policies.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)