

# Abacus After School Club

Inspection report for early years provision

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**Unique reference number** EY376538  
**Inspection date** 19/11/2008  
**Inspector** Amanda Gill

**Setting address** Benhurst Primary School, Benhurst Avenue,  
HORNCHURCH, Essex, RM12 4QS  
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**Type of setting** Childcare on non-domestic premises

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## Description of the setting

Abacus After School Club was registered in 2008 and is one of five Abacus Out of School Clubs. It operates from the dining hall and large outside play area of Benhurst Primary school in Hornchurch in the London borough of Havering. Children have access to the school toilet block and can play in the grounds of the primary school under supervision.

The club is open each weekday from 15.30 to 18.00 during term time only. The setting is registered to care for 26 children aged under eight years old and of these 16 can be in the early years age range. Abacus After School Club also provides care for children aged from eight to eleven. There are currently 17 children on roll and of these three are within the early years age range and attend for a variety of sessions. Only children attending Benhurst Primary School are cared for. Twelve children were present at the time of inspection and one of these was in the early years age range. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are four members of staff employed to work directly with the children, of these two hold appropriate qualifications in early years and education. The setting is aware that support is available from the Early Years Development and Childcare Partnership (EYDCP).

## Overall effectiveness of the early years provision

Staff at Abacus After School Club have excellent knowledge of each of the children's individual needs, as a result staff promote the children's welfare and learning development with great success. Staff ensure children learn about the world around them in a fun and educational manner, which children greatly enjoy.

All children engage in activities and have equal access to the wide range of play activities, equipment and resources. Children's welfare is well promoted with very good organisation for risk assessment and staff have an excellent knowledge of safeguarding children and policies and procedures are fully reflected in practice.

The owners are very aware of the strengths and areas for improvement within the setting and discussed these during inspection feedback. They are constantly working with the staff to strive to improve the experiences on offer for children who attend the club, including the implementation of the Early Years Foundation Stage.

## What steps need to be taken to improve provision further?

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

- continue to develop the self evaluation process to help identify ways to

improve the experiences on offer for children who attend the club, including the implementation of the Early Years Foundation Stage.

## **The leadership and management of the early years provision**

Children are safeguarded extremely well. Effective, comprehensive and well written safeguarding policies and procedures are in place to ensure children are protected. For example, clear and robust procedures are in place for the arrival and departure of all children and staff have a clear knowledge of their roles and responsibilities in reporting safeguarding concerns and how to protect children from harm and neglect. In-depth risk assessments are carried out monthly to ensure the setting and the environment are extremely safe for the children. Staff also carry out thorough daily safety checks of the self-contained building and premises. This ensures all areas are extremely safe for the children to use. All of the club's policies and procedures are updated regularly, which ensures they reflect changes to legislation. The providers ensure all policies and procedures are shared with the manager, staff and parents, consequently everyone is fully aware of how the setting is run and the care of the children is greatly enhanced by this.

The partnership with parents is the setting's greatest strength as parents receive daily verbal feedback and are consulted regarding the running of the after school club. This contributes significantly to the needs of all children being met very well. This is a service which is very responsive to the needs of the parents and children, as regular self evaluation ensures priorities for future development are promptly identified and acted upon.

The providers and manager carry out regular self evaluation of the club and the services it provides to the parents. Parents have an active role in how the setting is run. They receive questionnaires regarding the service provided, and they are asked in what ways these can be improved. This feedback is efficiently used to improve what is provided for the children. As a result, children benefit greatly from the relationship built between the parents and the staff.

The club has excellent systems in place to help them identify their key strengths and areas for development in the provision. They regularly evaluate their service and ask parents for regular feedback by asking them to complete questionnaires and children place their suggestions in the box provided. They are encouraged to share their views and make suggestions for improvements to the service or activities they would like to see. Ongoing suitability of staff is monitored through an effective appraisal system which identifies individual training and development needs. The result is a staff team who effectively support and include all children.

## **The quality and standards of the early years provision**

Children are well supported by staff, who are skilled at encouraging them to extend their experiences and engage them well during their play. Children make choices from a wide range of resources which are provided at their level and independently access what is on offer. Children confidently request specific

resources that they wish to play with. Activities engage children's interest and offer them important social recreation time after the school day. Children enjoy their time at this setting and are very happy and settled in the environment.

Children enjoy an excellent range of resources that promotes their welfare and development. Planned topics are fun and educational for all children. Children enjoy participating in creative activities which the staff ensure are exciting. For example, children are able to make traffic light sandwiches out of different foods such as tomatoes, cucumber and carrots to represent the different coloured lights. The staff also invite a road safety officer to the setting to develop the topic further and encourage children to be safe on the roads.

Children are provided with opportunities to help them make excellent progress across all areas of learning and development. The daily planning is flexible, responding to the children's needs and ideas. Staff base their planning on what children enjoy and can do when they begin to attend Abacus. They gather information by talking with parents and with their classroom teachers at the primary school. The staff observe children as they play; they use these observations to complete their daily activity plans, although observations are not monitored when planning for each child's continuing development and progress of their next steps.

Staff have relevant first aid training and implement procedures such as the recording of accidents and administration of medication very well to maintain good health and consistency of care. Children's individual health and dietary needs are appropriately recorded and staff ensure that guidance and parents' wishes are followed carefully. Children of all ages have a very positive attitude to healthy eating and they relish meal times. They eagerly sit at the table and wait patiently, talking to each other excitedly about what they are having to eat. They are provided with a well balanced selection of hot and cold meals in good supply. They look forward to meal times and enjoy socialising with staff and their peers, discussing the school day and what they are going to be doing in school, such as the Christmas play.

Staff are highly skilled in being able to adapt activities to suit the developmental needs of the children. For example, staff adapt their language to the children that are participating in the activity to ensure they are being stretched to the best of their ability. Children respond extremely enthusiastically to the vast range of activities provided, such as variety of books, puzzles, table tennis, snooker/pool table, board games, small world toys, dressing up, musical instruments, computer games and arts and craft equipment. The staff are very aware of children's likes and dislikes and ensure that children are kept stimulated and interested in the activities and resources around them every day.

There is a strong emphasis on ensuring that practice is inclusive for all families. All children and parents are encouraged to contribute to the daily activity planning as staff ask them for their ideas and opinions of what they would like and how activities can be developed. Parents are made to feel very welcome and are invited to meet with staff before using the out of school service which provides them with a valuable opportunity for their wishes and preferences to be agreed.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

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.