

Rendlesham After School Club

Inspection report for early years provision

Unique reference number EY362271
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Inspector Moira Oliver

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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

Rendlesham After School Club is a privately run after school club which was registered in 2008. The club had originally been run from Rendlesham Day Nursery. It operates from the Atrium, a classroom and a craft room in Rendlesham Primary School, Suffolk. Children also have access to a secure, enclosed outdoor play area which consists of a playground, tennis court and a grassed field. There is level access to the club.

A maximum of 24 children aged from three years to eleven years may attend the setting at any one time. Currently there are 21 children on roll, seven of whom are in the early years age group. The setting is open each weekday from 15:15 to 18:00 during term time and children come from the surrounding local area. The club supports children with learning difficulties and/or disabilities and employs three members of staff, all of whom hold appropriate qualifications.

Overall effectiveness of the early years provision

Rendlesham After School Club provides effectively for children in the Early Years Foundation Stage. The flexible system of planning successfully involves the children and informal observations ensure staff get to know them well. Good relationships have been built with parents and information is shared to ensure children's needs are met. A welcoming, safe and inclusive environment is created by the staff where children enjoy a range of activities and make their own decisions about how they spend their time. Staff identify their strengths and have plans in place to develop their practice further, constantly striving to improve the experiences for all children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- up-date documentation to reflect the Early Years Foundation Stage and the After School Club
- work with other agencies, such as the school, to identify and meet the needs of all children
- develop the use of observations and assessment to identify learning priorities and to plan and provide challenging activities and resources for all children.

The leadership and management of the early years provision

Children's well-being is promoted by the clear and organised records and policies. Robust recruitment and vetting procedures ensure that children are safeguarded. However, documentation does not reflect the Early Years Foundation Stage as it is still written under the National Standards. Registers are completed both by the staff and the children providing accurate records and giving children additional

responsibility as they greet each other. Registration forms are in place for all children providing staff with the relevant information they need to keep children safe. However, not all have been up-dated to reflect the club's name and details.

The staff are committed to providing quality care and education for the children. They are beginning to monitor and evaluate the provision using informal observations of what the children enjoy doing and their interests. For example, they are planning to buy a computer, responding to several children's requests. Parents are very happy with the provision and report that the staff are friendly and approachable and their children love attending. Staff work well with the parents, sharing information daily and valuing their contributions as partners in their children's learning. Links with the school are good and they work together sharing the facilities. However, there are limited systems for partnership working with the school to identify and meet the needs of all children. Staff are keen to work with other agencies and have enlisted support from the Inclusion Team from the local authority to help them to plan for individual children.

The quality and standards of the early years provision

Children are provided with opportunities to help them make progress in all areas of their learning and development. The planning is flexible, responding to the children's interests and ideas. For example, when some children request junk modelling the planned activity is changed to respect their wishes. Children and parents contribute to the planning through questionnaires which ask about activities and how they can be developed to interest the children. Generally, children are supported in their play; staff provide suggestions and advice when they are struggling to get boxes to stick and play football and ping-pong helping to increase their physical skills. However, resources are not always accessible to the children to develop and extend their ideas and to provide challenge. For example, children making a 'den' had limited resources and adult support resulting in some children disrupting other children's play.

Children enjoy a range of craft activities and express themselves through music. For example, singing, dancing, enjoying listening to Compact Discs and making their own instruments. They enjoy playing with words and sounds in English as well as in other languages. For example, they greet each other at registration in a range of languages and some can count to ten in Japanese.

Children on the whole are happy, relaxed and have fun. They develop close relationships with the staff and their peers and have made strong friendship groups. Children are offered regular praise and encouragement to develop their confidence and self esteem and generally behave well. A range of strategies are used to support children to manage their own behaviour. The staff have identified the need to develop their own knowledge and understanding in this area to support their practice further.

The staff have a good understanding of creating a safe and welcoming environment for all children and regular risk assessments take place. Children are supported to learn to keep themselves safe. For example, they know the boundaries both inside

and out and keep within the sight and sound of the staff, letting staff know if they are going indoors or to the toilet. Staff understand their roles and responsibilities in safeguarding children and are confident to put procedures into practice when necessary. Children's health is promoted through regular access to fresh air, exercise and healthy meals. They enjoy taking part in making the meals and spread crackers or make their own sandwiches, choosing the fillings from the range provided. They learn to keep themselves healthy through regular routines such as hand washing and are well aware of the reasons why it is important.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

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

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the Early Years Foundation Stage.

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.