

# Grover Out of School Club

Inspection report for early years provision

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**Unique reference number** 140922  
**Inspection date** 04/11/2008  
**Inspector** Peter Sudworth

**Setting address** Bedgrove Infant School, Ingram Avenue, Aylesbury,  
Buckinghamshire, HP21 9DJ

**Telephone number** 01296 481353 (school)

**Email**

**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

The Grover Out of School Club has been open since July 2000. It operates from Bedgrove Infant School hall in Aylesbury. There are currently 46 children on the register, five of whom are in the Early Years foundation stage (EYFS). Children attend a variety of sessions. The group opens five days a week and offers breakfast and after school facilities term-time and a play scheme operates from 07-30 to 18-30 in the holidays. There are five staff members who work with the children. Of these, four staff have early years qualifications; three have Level 3 qualifications NVQ, one is working towards Level 3 and another is a trained classroom assistant. The club is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## Overall effectiveness of the early years provision

Staff are welcoming and know the children well. They take a personal interest in each child which contributes to the good level of care. Staff enjoy good links with the parents which supports the understanding of their children. The setting provides equally for all children. The provision has made good progress since the last inspection and the staff's willingness to learn and develop the provision further contribute to their good capacity for continuous improvement.

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

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

- provide plates at mealtimes for the children when they select their own food from the choices available
- provide a comfortable, quiet area for children who wish to read

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that children do not have access to the kitchen except with direct staff supervision

05/01/2009

## The leadership and management of the early years provision

The setting is well managed. As a result, there is a good tone and atmosphere and the children feel secure. The staff work well together, fostering the children's confidence in them. They prepare well for the children's arrival which enables them to begin activities as soon as they arrive. They engage well with the children in the good range of activities which helps to develop the children's ideas and social skills. Policies for all aspects of the setting's work are thorough; many have recently been revised. They provide good advice to the staff, including child protection and safeguarding matters and include local authority and Ofsted

requirements. The good range of well written policies gives a secure basis for the way the sessions are conducted.

The staff take safeguarding arrangements very seriously. For example, the children are registered as they arrive; the time of arrival is written down for individual children. Parents sign their children out routinely, indicating the time that they leave. Staff know which children are to attend on different days and have individual registers for each day. Any changes to these arrangements are recorded carefully. The staff have good links with the two on site schools from which the children come. This good partnership enables staff to check the presence of pupils who stay for after school activities. Staff collect them from these clubs which supports good safeguarding arrangements. They ensure that there is adequate supervision for the other children who have come straight from school while doing so.

The staff provide a pleasant setting. However, there is scope to provide a comfortable quiet area for those who wish to engage in quieter activities such as reading. The interactive games screen is popular but the video equipment is left on for long periods when no children are interested and can add unnecessary background noise. The children play happily together and learn to socialise and to share. They contribute to their own rules. All are engaged in various activities. They behave well and have good relationships with staff.

The setting has made good progress since the last inspection. Leadership has attended to all the issues drawn to the setting's attention at that time. The setting has not yet, however, completed fully a self-evaluation of its provision, although it has informally evaluated its effectiveness. This has resulted in all staff knowing the revised policies, which contributes to consistency of practice among all staff.

The setting ensures that the children are well nourished after school and staff provide a hot meal. However, the staff should ensure that a gate is placed across the kitchen doorway to prevent any possible accident and provide plates for the food that children select themselves at meal times, such as fruit.

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

The children enjoy the sessions and make good friends. As one said 'The staff are really nice and we have lots of toys to play with.' The children engage well together and socialise. They enjoy the practical activities and learn to share and take turns. They are confident in the setting and select games of their choice or other activities from the wide choice of equipment available. They behave well and demonstrate good table manners. They queue up to take their turn to wash their hands before the meal.

The children enjoy the meals which are well prepared, although the doorway to the kitchen does not have a barrier. The staff ensure that the children wash their hands before eating but they do not always have plates for food that they select themselves, such as fruit. The staff make good use of the outside area for activities. When it is light, children have a choice of whether they engage in

outside or inside activities. There is adequate supervision for both. Walkie-talkie sets enable the staff to keep in touch with one another when the children are playing in different locations and in case of emergency there is a telephone land line. Accident recording arrangements are secure. The setting keeps a copy of recorded accident details and the parent/ carer is provided with a copy.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
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?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
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](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**

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

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.