

# Abbot's Hall Out of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	959783
<b>Inspection date</b>	10/12/2008
<b>Inspector</b>	Cheryl Thompson
<b>Setting address</b>	Abbots Hall CP School, Danescourt Avenue, Stowmarket, Suffolk, IP14 1QF
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<b>Email</b>	
<b>Type of setting</b>	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**

Abbot's Hall Out of School Club is one of two provisions managed by the same voluntary management committee made up of parents of children at the clubs. It opened in 2001 and operates from a classroom in Abbot's Hall Primary School in Stowmarket. It is registered on the Early Years, compulsory and voluntary Childcare Registers. The facilities and access are suitable for the disabled. A maximum of 17 children may attend the club at any one time. It is open each weekday during term time from 15.10 to 18.00, occasionally a holiday club is held on the site. The setting also provides a breakfast club for children of the school from 07.15 to 08.45. All children share access to an enclosed outdoor play area within the school grounds.

There are currently 25 children aged from four to 11 years on roll. The out of school club serves the local catchment area. The club employs four staff, all of whom hold appropriate qualifications.

## **Overall effectiveness of the early years provision**

Abbots Hall Out of School Club provides children with good quality care and learning experiences. Staff know children very well through their excellent links with parents and the on-site primary school the children attend. Consequently, their needs are met well and all are fully included. There is good capacity for further improvement. The management of the setting consults parents and their children informally which, together with their own evaluations, gives them a clear picture of what needs to improve.

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

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

- build on the existing good links with the primary school to develop better knowledge of the Early Years Foundation Stage framework.

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

Management by the committee is thorough. This ensures policies and practice for child protection, for dealing with accidents and illness and for checking the suitability of adults who work with the children meet current requirements. Improvement since the last inspection is good. Staff regard children's happiness and welfare as high priorities and the success can be seen in the relaxed, happy family atmosphere in the club. Parents are very pleased with all the club has to offer, especially that the club listens to their ideas and suggestions and acts on them. They are provided with a good amount of information and are always welcomed to discuss their children's well-being and progress. Day-to-day management and the leadership of the club are good with particular strengths in

the informal links with the teachers in the school. This partnership ensures that information between school and home is always passed on through the club staff. Good management ensures staff receive relevant, up-to-date training and, as a result, the club has made a sound start on meeting the Early Years Foundation Stage (EYFS) requirements. However, staff are not fully aware of the different areas children learn about and how they learn so are not able to support children as well as possible to enhance their development in the club setting. Self-evaluation, though informal, is good and having a positive impact on improvements in the club's provision and the facilities parents are keen to have. For example, parents requested a breakfast club and holiday club to cover teachers' professional development days.

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

Children settle quickly and happily at the after school club because they know routines and expectations well. Very good relationships between children and staff and children themselves are clearly evident so that children of different ages play together harmoniously. Children are consulted on the range of toys and games to purchase, therefore resources are very appropriate and engage them very well. Planning is good and provides a careful balance between lively and quieter, relaxing activities. Children enjoy taking part in the wide range of activities on offer. A sound start has been made on assessing and recording the youngest children's progress in order to incorporate the next steps for learning into the activities on offer. However, staff do not yet have a thorough enough understanding of, for example, how children are taught early literacy and numeracy skills. Consequently, planning, though good, is not as useful as it might be in providing activities and adult support that enhance children's learning further. For example, when children choose to write, staff do not have a clear understanding how letter sounds are taught in school so that they can encourage children to use these. Staff take every opportunity to develop children's understanding of a healthy and safe lifestyle, for example making sure toys do not spill over into walkways and ensuring they wash their hands before eating their snack. Social skills are reinforced at very friendly snack times when children eat and exchange news of their day. Children learn to work together when they help each other willingly to tidy up when they have finished an activity.

## 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?	2
How well does the setting work in partnership with parents and others?	1
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?	2

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 the last inspection.

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.