

Ropley Breakfast and After School Club

Inspection report for early years provision

Unique reference number EY386708
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Inspector Loraine Wardlaw

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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 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

Ropley Breakfast and After School Club registered in 2008. It is one of two settings run by The Trustees of Alresford Youth Association and operates from Ropley Church of England Primary School in Ropley, Hampshire. The setting is open to pupils of the school and has the use of rooms within the school and the school grounds.

It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is registered for 24 children under eight years and currently have 19 children on roll, three of whom are in the early years age range. The setting operates Monday to Friday during term-time only and opens before school between 07:30 and 08:45 and after school between 15:00 and 18:00. Children may attend for a variety of sessions. There are currently three members of staff who work with the children, two of whom hold play work qualifications.

Overall effectiveness of the early years provision

Overall, the quality of the provision is inadequate. Staff do not have sufficient knowledge of the Early Years Foundation Stage (EYFS) to be able to complement the learning that takes place in the school with varied play choices for children, covering the six areas of learning. Children's welfare needs are met appropriately by the staff who ensure all children are happily occupied and suitably included. Poor self-evaluation takes place; although the setting is aware of the new EYFS requirements, they have not taken action to improve their knowledge and implement changes which in turn addresses their areas for development.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- improve staff knowledge of the EYFS learning and development requirements and organise systems to ensure every child receives an enjoyable and challenging play and learning experience (Organisation) 29/06/2009
- ensure staff liaise effectively with the reception teachers to develop a knowledge of each child's learning and care needs, providing experiences which build on what children know and can do and is tailored to meet individual needs (Organisation) 29/06/2009
- make available to parents a written statement that provides details of the correct procedure to be 29/06/2009

followed if they have a complaint and include the regulator's address and telephone number (Documentation) (also applies to the compulsory part of the Childcare Register)

To improve the early years provision the registered person should:

- expand the selection of snacks offered, ensuring they are well-balanced and nutritious and involve children in the preparation of snack/tea time

The leadership and management of the early years provision

The school premises where the children are based offers children a safe and suitable environment, with good arrangements in place for outside play in the fresh air. However, due to the club manager's lack of knowledge of how best to provide a rich and stimulating play environment, in line with the EYFS, children have few choices in their play and are not actively involved in the organisation of activities/routines. Staff attend the occasional course to update their knowledge, such as child protection, but there needs to be more emphasis on training to provide quality play across the different areas of learning, in a relaxed, fun manner. The setting has not been pro-active enough to address the areas for improvement they know are needed, to raise the quality of the provision. An appropriate partnership with parents means that staff talk to parents on a day to day basis about care matters such as what sandwich they eat for snack. Some policies and procedures are available for the parents to view but the complaints procedure is not in line with the requirements. Risk assessments are completed and suitable measures are taken to protect children within the club, although the emergency evacuation procedure has not yet been practised. Staff have a sound understanding of the child protection procedure and know some of the signs and symptoms of possible abuse.

The quality and standards of the early years provision

Children are happy and enjoy the freedom of being outdoors and using the good facilities of the school play areas and field. They enjoy balancing and jumping off the low train and practising their ball skills with the basket ball net; their physical development is promoted well. However, for those children who would prefer a different choice of play activity the choice is very limited. Resources to promote their creativity or games/role play to engage in with friends are not set up for them outdoors. The snack is provided for children by the adults with little positive contribution by the children to prepare and be involved in snack time/laying the table. Staff supervise children in their play, watching that they do not come to any harm, but there is little interaction by the adults to develop their play, thinking skills and knowledge. For example a child shows a brief interest in the hopscotch but it does not sustain their interest because the staff member does not get down to their level, encourage them to talk about the numbers or to play the game correctly with a sliding stone. Children are confident and chat freely with visitors and their peers; however their confidence and social skills are not being built on by

the staff, by involving them in the planning and resourcing of the session. Children understand boundaries and expectations and cooperate and play together well. Staff get to know the children's characters, but their ongoing interests are not used to plan a range of play activities that help them progress; their individual ideas are not encouraged effectively. Children learn to keep healthy by being outside in the fresh air and exerting their energy; staff ensure children's special dietary requirements are met. However, staff are not pro-active in encouraging children to make healthy choices when they eat their snack.

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?	4
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
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?	4
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?	4

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report relating to documentation

29/06/2009