

# Action House

Inspection report for early years provision

---

**Unique reference number** EY233061  
**Inspection date** 11/05/2009  
**Inspector** Hazel Farrant

**Setting address** St. Paul's School, St. Pauls Road West, Dorking, Surrey,  
RH4 2HS  
**Telephone number** 01306883547 or 07984 405474  
**Email** info@stpauls-dorking.surrey.sch.uk  
**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

Action House was registered in 2002. It operates from St Paul's School in Dorking, Surrey. The club operates from a single-storey building where they have use of a large hall with an adjacent kitchen area, two classrooms and a separate games room. A maximum of 40 children may attend the club at any-one time. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children may attend from four years of age and currently there are 115 children on roll, 14 of which are in the early years age range. The club is open each weekday from 15.20 to 18.00 during term-time and also operates during some school holidays. Children with learning and/or difficulties are fully supported. A team of qualified and experienced play worker staff supervise the children and offer a range of activities making full use of the school's facilities.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The systems in place adequately ensure children are safe and their welfare promoted and most legal requirements are met. The provider is generally able to assess the settings strengths and weaknesses and has a positive attitude to improvement. Positive steps are taken to provide an inclusive environment that welcomes children's individuality and supports those with learning difficulties or disabilities. Children are happy and settled at the group and they benefit from a warm and welcoming environment and caring staff who understand their individual needs.

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

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

- further promote safety by ensuring the emergency evacuation procedure is displayed clearly and all accessible electric sockets are made safe
- further develop documentation by ensuring the lost child policy is clearly defined
- ensure staff complete relevant qualifications in order to meet the minimum requirement of fifty per cent of staff working at the provision are fully qualified.

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

- undertake sensitive observational assessment in order to plan to meet young children's individual needs (Organisation) 11/07/2009
- keep a record of Criminal Record Bureau Disclosures for all required persons, to include the unique reference number and the date of clearance (Suitable people) 11/06/2009

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

Most of the records, policies and procedures required for the safe and efficient management of the setting are adequately in place and shared with staff and parents. However, on the day of inspection evidence for police checks for all required personnel were not available to view, which is a legal requirement. Risk assessments are carried out and children are cared for in a safe and clean environment. However, children's safety and welfare is not fully considered as low electric sockets are assessable to children. Staff have a clear understanding of the procedures to follow if they have any concerns about a child and some staff have accessed recent safeguarding training. Fire detection and control equipment is in place and a written emergency evacuation procedure is in place, although it is not displayed clearly. Children regularly practice the emergency evacuation procedure so that they know what to do in a real emergency.

Currently two members of staff are in the process of gaining relevant qualifications. Staff liaise with one another to plan forthcoming sessions and the daily plan covers all areas of learning. Although a self-evaluation has not been completed the provision is currently working towards a quality assurance award from Surrey County Council. Areas for improvement have already been recognised such as providing children with tables and chairs at meal times to make it a more social occasion. Also, the implementation of a picture timeline so that all children's individual needs are met. Most of the recommendations set at the last inspection to improve the outcomes for children have been met and the setting demonstrates a sound capacity to improve. However, although the manager can clearly verbalise the procedure to follow should a child go missing the policy needs further clarity. Young children are met at the end of the school day and are escorted to the club by a member of staff. They talk to the staff about their day and staff respond with interest, meeting their social and emotional needs.

Sound partnerships with parents are in place. Information is gathered from parents before children start to ensure their needs are met. Parents and children are greeted warmly and staff are available to exchange information at the end of each day in order to support each child appropriately.

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

Children are happy and say that they enjoy their time at the club. They are encouraged to make choices from a wide range of indoor and outdoor resources and activities. Positive relationships are built with staff and older children help and support their younger friends. They have many opportunities to communicate with each other and with staff who encourage and support this by actively listening and offering practical suggestions and advice. Children are well behaved and learn about what is acceptable through positive strategies appropriate to their age. Good behaviour is an expectation and staff are positive role models for the children.

The external environment is utilised well to extend young children's physical and social skills. Staff play with younger children and encourage them to develop ball skills in games of cricket, football and rugby. Inside the setting, children enjoy healthy snacks, such as fruit and toast. Drinks are readily available throughout the session. They enjoy drawing and colouring and playing pool. Young children thoroughly enjoy making their own construction models and use their imaginations whilst role playing. Others have lots of fun playing board games and making string pictures.

Advanced weekly planning of activities and resources helps staff to prepare for each day which link to the six areas of learning. However, there are not yet any specific individual plans drawn up for the few Early Years Foundation Stage children on the register. Leaders are aware of the recent changes to the Early Years Foundation Stage framework but its implementation is not yet fully in place. For example, there is no evidence of structured observations or assessment of children in order to identify their next individual steps.

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
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?	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:

Not Met (with actions)

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

Not Met (with actions)

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 above (Suitability of persons to care for, or be in regular contact with children) 11/06/2009

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

- take action as specified above (Suitability of persons to care for, or be in regular contact with children) 11/06/2009