

# Pumpkins After School Club

Inspection report for early years provision

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**Unique reference number** EY337934  
**Inspection date** 06/05/2009  
**Inspector** Fiona Robinson

**Setting address** Trinity C of E School, Littleton Drew Lane, Acton Turville,  
BADMINTON, Avon, GL9 1HJ

**Telephone number** 01454 219400

**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 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**

Pumpkins After School Club registered in April 2006. It is owned by a limited company and offers care for a maximum of 16 children at any one time. The club is based in a classroom on the premises of Trinity Church of England Primary School. There is full disabled access to the building. Children are also able to use the school's outdoor play facilities; this includes a playground, grassed areas and an adventure playground. The club is open Monday, Tuesday and Wednesday, between 15.30 and 18.00 during school terms; and 09.00 to 17.00 during school holidays.

A total of 16 children may attend the setting at any one time. There are currently 12 children on roll, three of whom are within the early years age range.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are three members of staff, who are all suitably qualified.

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

Overall the quality of the provision is outstanding. Confident children are excited and motivated to learn and explore the stimulating environment of the after school club. Children benefit from the excellent partnership of parents, carers and staff. All children feel valued and fully included in a wide range of well-planned activities. Management are highly motivated about continuing to improve the quality of care and education provided for children and demonstrate a very clear understanding of the setting's strengths and areas for improvement.

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

To further improve the high quality early years provision the registered person should consider:

- increase opportunities for children to access technology to enhance further their learning and development

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

Children feel very safe and secure because of the excellent partnership working between staff, parents and carers. Parents are kept very well informed of the setting's activities via regular newsletters and the setting's website. They all feel that their children enjoy coming to the setting and are kept fully informed of their children's achievements and progress. Key workers keep excellent records and provide detailed information to parents about their children's activities and development. Excellent links exist with the host primary school which help staff to ensure that children make an easy transition from the school day. They play a key role in developing the children's very positive attitudes to learning.

Children's safety is protected very well. Staff are vigilant in supervising children to ensure they remain safe and they are deployed effectively. Staff have an excellent knowledge of safeguarding procedures and are fully aware of their responsibility to protect the children in their care. Security within the setting is excellent and detailed risk assessments are completed and reviewed regularly.

Staff work well together as a team and there is a high emphasis on ensuring that children are fully included and all their needs are met. The manager provides an excellent lead in promoting this strong teamwork. The processes for self-evaluation accurately highlight the setting's strengths, and also the need to develop the use of technology, including computers, within the setting to support children's preparation for future life even further. Feedback from parents is actively sought and acted upon. Staff are fully committed to continued improvement of the setting. This is evident in the excellent progress made in addressing the recommendation made at the previous inspection. In particular, the area of outdoor and indoor physical play is very well planned and inspires the children to take exercise. The excellent policies, records and procedures have a very positive impact on the children's safety and well-being. Well-planned training helps staff to improve their practice so that they constantly focus on ensuring they meet children's needs as well as they possibly can.

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

Children make excellent progress in their learning and development through the wide range of enjoyable, practical play experiences provided. Staff monitor and record children's progress and use the information extremely well to plan future activities which are very well matched to children's needs.

Staff actively promote children's self-esteem and independence skills. As a result, children are involved, interested and engrossed in their play. They enjoy making rosettes for their Badminton obstacle race, playing chess, making models out of Lego and designing a board game. Their creative and artistic skills are developed very well through drawing, painting and colouring activities. They are experienced at making their own choices over what they play and are involved in helping staff plan activities for topics. Children's communication skills are promoted well, especially when they role play in the grocer's shop. Children form excellent relationships with adults and peers. They benefit from access to excellent indoor and outdoor facilities and resources. The current theme is about keeping healthy and the children happily compete with great energy in their obstacle race. They enjoy participating in team games and making dens in the outdoor area of learning.

The children respond very well to the excellent care given by staff and relationships with adults are excellent. Behaviour is very well managed due to very clear rules and boundaries set by staff and guided by the children. Children are developing an excellent understanding of how to keep themselves healthy and safe. For example, their knowledge and understanding of where food comes from is enhanced through making fruit kebabs and growing their own cress for their sandwiches. They share resources sensibly and use equipment safely. Children are

comfortable and happy in the setting because staff treat them with high levels of respect and show tremendous pride in their achievements. Overall, children are very well prepared for life outside the school day and their next stage in learning.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **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