

Horsell Village After School Club Ltd

Inspection report for early years provision

Unique reference number 120266
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Inspector Louise Bonney

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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

Horsell Village After School Club opened in 1999. It is run by a private company, but this is non-profit making and committee members act on a voluntary basis. The club operates from the Parish Institute building in the village of Horsell, on the outskirts of Woking town centre. Children have access to two rooms based on two floors with stair access to the upper level, within the building and cloakroom facilities. There are outside play areas, although this is not secure. The club serves the local area and children are collected from the infant and junior schools within the village by club staff.

The club is registered to care for a maximum of 28 children from the age of four to eight years, however children up to the age of 11 years may attend. There are currently 57 children on roll, of these eight are in the early years age range. The club runs during term time only and is open Monday to Friday from 15.00 until 18.00. Children attend for a variety of sessions.

There are six members of staff currently working with the children, two of whom hold appropriate qualifications and two are on courses for a recognised qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The directors and manager continually improve the club and identify most areas requiring development, taking prompt action on these and those highlighted by external advisors. The directors and manager safeguard children well by vetting new staff to ensure their suitability and staff implement procedures that keep children safe, such as for their transfer from school to the club. Staff create a happy environment where children feel valued and welcome as they enjoy a varied range of activities that complement school provision and support their learning and development well. The directors and staff have good relationships with parents, some of whom further support the club through joining the voluntary committee. Staff establish some links with schools, although the club wishes to strengthen these further to reflect children's learning and development as well as their care.

What steps need to be taken to improve provision further?

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

- develop more systematic and regular observation and reflection on children's spontaneous play and progress in order to further build on their interests and plan and resource a challenging environment
- develop a regular two-way flow of information with other providers, such as schools, to share the children's development and learning records and any other relevant information in order to identify children's learning needs and to ensure a quick response to any area of particular difficulty.

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

- complete a written risk assessment of the premises and environment and review it regularly, and maintain the record of aspects of the environment that have been identified as requiring more regular checks to show when and by whom they have been checked (Suitable premises, environment and equipment) 01/09/2009
- make outdoor areas secure (Safeguarding and promoting children's welfare) 01/09/2009

The leadership and management of the early years provision

Children benefit from the good organisation of the provision. Indoors, staff organise the wide range of resources available upstairs and downstairs so that they are easily accessible to the children. Downstairs, staff additionally set out resources to support planned themes and the areas of learning they wish to promote, such as paints and templates to reflect life under the ocean or to make a collage about the life-cycle of the butterfly. Staff make good use of the garden and children have daily opportunities for exercise and fresh air while they participate in a varied selection of activities, which they help to choose. Staff work well as a team and deploy themselves effectively. This supports the children's learning and development well. The leadership is committed to continually developing the provision. They take action to meet recommendations made during inspections and from local authority advisors, which lead to improvements in creative activities and hygiene routines. They seek feedback from parents and the children help decide on activities and resources to develop. Staff attend training to develop their skills and to gain recognised qualifications. This helps the continual development of the club.

The directors ensure the rigorous implementation of vetting procedures when recruiting new staff to ensure their suitability. The manager attends updating training for safeguarding children. Staff are familiar with the procedure to follow should they have any concerns about the children's safety. This safeguards the children well. Staff are vigilant in ensuring children's safety at all times and they effectively implement the written procedure for transferring children from schools to the club. However, written risk assessments do not consider all aspects of the children's environment, such as the garden, and daily checks carried out are not always recorded. Although the house is secure and prevents outsiders from entering, outdoor areas are not secure to further safeguard the children. The lack of security and written risk assessments breach the welfare requirements.

Staff develop good relationships with parents, who are confident in the care their children receive. Staff seek information from parents to ensure children's individual needs are met. Parents find staff friendly and approachable and exchange information with them daily at handover. This provides good continuity of care.

Parents receive clear information about the provision's policies and procedures, the staff who work with the children and activities through newsletters and displays. Parents contribute to the development of the provision by raising funds for the club, attending the annual general meeting and sitting on the voluntary committee. The directors take heed of parents' feedback and are setting up a new club for children attending the junior school. This reflects a supportive partnership that is responsive to users requirements. However, although links with schools support some continuity of care, staff do not share information about children's development and learning in order to identify their learning needs and to ensure a quick response to any area of particular difficulty.

The quality and standards of the early years provision

Children happily engage with staff and each other, and the atmosphere of the club is friendly and welcoming. Children follow known routines that give some structure to their time and which support good hygiene and safety. They all wash their hands and immediately have a drink and fruit snack on arrival, which provides them with energy after a busy day at school. Later they have healthy options for tea, such as tuna, vegetables and pitta bread. This provides children with healthy options and builds on their awareness of healthy eating. Staff display information about currently circulating illnesses with clear advice on how to reduce their spread, which supports children's and parents' awareness. Children's play environment is safe and suitable. Staff are vigilant and carry out daily checks prior to children's arrival. They follow clear procedures for transfer from the school to the club, and children wear safety bands, walk sensibly and wait for instructions before crossing the road. Outside, staff are careful to ensure children do not leave the garden without their supervision. Children help to develop and adhere to club rules, and always ask a member of staff if they wish to change their area of play, such as from the garden to indoors, or downstairs to upstairs. This helps staff ensure their safe transfer and maintain ratios in each area. Children further develop understanding of safety through planned activities, such as making fire drill books and practising the drill. This helps children learn how to stay safe.

Children are polite and behave well. They ask each other for and share resources. They engage well in their activities and learn to listen and speak in turn during circle time. Children show independence as they select resources and helpfully set up tea tables. They take care of their environment as they clear away tables and help tidy up toys. Children take pride in their work and enjoy showing it to appreciative staff. All children have a contract with the setting that reflects the rules and encourages children to take responsibility for their behaviour, and children enjoy looking to see how many stars they have on their chart for helpful behaviour. This helps children develop appropriate behaviour.

Children access a good range of toys and equipment indoors and outside. Indoors, toys are neatly stored and easily accessible to the children, while outside children tell staff what they want set out from the storage shed. This encourages children's confidence as they make independent choices. Although children cannot freely move between rooms or from inside to outside due to fire doors and insecure fencing, staff do encourage them to make choices about where they play and to

ask if they wish to change areas. This helps children follow their interests and develop their play. On arrival children find some activities set out ready for them, such as art activities and modelling materials. While ensuring children have plenty of free play to complement a day at school, staff do plan themed activities to further build upon their knowledge and development. For example, through making large art displays together about healthy eating or to reflect various cultures and religions. Children have good opportunities to use technology, such as when using the computers and photocopying their work. They use their imagination as they develop their role play or use art materials to paint and draw with. Young children enjoy circle time when they share important news about their day, such as going to visit their new classroom. Children play energetically in the garden as they chase balls and pretend to be Harry Potter as they ride hoops. The range of activities support children's progress towards the early learning goals.

Staff have regular meetings to plan activities together. They take some account of children's interests when planning activities and seek feedback from them about the resources available. This helps them provide activities children find stimulating and interesting. However, they do not systematically observe and assess children, such as during their role play, to ensure their individual interests and learning needs are reflected in planning and resourcing. Parents receive general information about themes and activities the children participate in, which helps involve them in their children's learning. Staff ensure parents receive information from school about the children's welfare, such as accidents they have had. However, although the club is keen to establish links with the school there is currently no sharing of information between them about children's learning and development in order to help staff identify children's learning needs and to support any area of particular difficulty.

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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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