

Ditton After School Club

Inspection report for early years provision

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Inspection date 05/11/2009
Inspector Stephanie Graves

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Ditton After School Club has been registered since 2009. The club is operated by a voluntary management group linked with Ditton Church of England Junior and Infant Schools. The day-to-day management function is outsourced to Kent Play Clubs. The provision is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The club operates from one classroom and the hall within the junior school with access to several outdoor play areas. The setting is open on Mondays to Fridays from 15:15 to 17:45 during school term times only. The group serves both the infant and the junior school and is also open to children from the local area. A maximum of 22 children aged between four and eight years may attend the out-of-school club at any one time. There are currently 19 children on roll altogether, one of whom attends in the early years age range. The premises are accessible but as yet no disabled toilet facilities are available.

The club employs two permanent members of staff. Both hold appropriate early years qualifications. The setting also employs visiting practitioners for sports and dance activities and three other play workers to help on a flexible basis. Two hold relevant qualifications. The setting enjoys close links with school teaching staff and receives support from Kent Play Clubs and the local authority advisory team. The group is also a member of a national children's development network.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting meets the needs of the children attending generally well. Practitioners offer a warm welcome and make sure the individual needs of each child are known and addressed. Children within the early years age range are well supported and enjoy their time with staff and older children. The recently opened group is making satisfactory progress in maintaining ongoing improvement. Systems are developing to assess what works well and what needs to be improved to promote effective outcomes for the children attending.

What steps need to be taken to improve provision further?

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

- develop the use of ongoing observational assessment to inform planning for each child's continuing development
- provide a variety of resources and experiences reflecting positive images of diversity to encourage children's awareness of differences in society
- Give greater opportunities for children to share and enjoy a wide range of fiction and non-fiction books
- continue to develop reflective practice, self-evaluation and informed

discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

- provide greater opportunities for young children to explore and share their thoughts, ideas and feelings, for example, through a variety of imaginative and role-play activities and technology.

The effectiveness of leadership and management of the early years provision

Children's safety is well considered through clear child protection procedures that ensure their welfare is promoted. Practitioners have access to a range of child protection guidance that is easily accessible to them in the event of a concern. Training updates have been attended with further courses planned. Children only come into contact with suitable people. This is because the group has effective procedures for recruitment and vetting and never leave a child alone with anyone who has not had the appropriate checks. This helps to safeguard children at all times. Effective use of risk assessment is carried out regularly and additional daily checks help to minimise any risks to children's safety.

The provider and practitioners demonstrate a commitment towards ongoing improvement and use the views of the children, their parents and outside agencies to evaluate their practice. Resources are generally deployed well with an increasing range available for the children. These are easily accessible and help children to make choices and develop independence. Training updates are attended regularly to keep staff up to date with current practice requirements.

All children are included in all activities and practitioners ensure the younger children are included equally as they interact those who are older. Policies and procedures are inclusive and work well in practice. For example, children are involved and consulted about decisions that affect them and all children are treated as individuals. This helps to ensure their unique learning and welfare needs are met.

The use of self-evaluation is developing and practitioners, parents and children all contribute to the process. This helps to ensure that all activities are meaningful for children and meet their needs. The manager has started to evaluate the strengths and weaknesses of the provision, although not fully. Current plans for improvement include implementing a three-way communication book between the school staff, out of school club and parents. The group is also working towards increasing the range of toys and resources and developing children's understanding of different cultures and beliefs. The systems in place contribute towards promoting children's welfare and learning needs.

The setting works with the school staff to ensure all children receive consistency of care and their needs and progress are shared. The partnership with parents is developing. Parents and carers are provided with a good range of written information and guidance and have daily opportunities to discuss their children's progress. They feel their children enjoy coming to the club and value the service provided. The partnership helps to support the children's needs effectively.

The quality and standards of the early years provision and outcomes for children

Practitioners support the children as they arrive after their school day. They ask effective questions that help them to think and respond and children take part in activities that cover all areas of learning. For example, they join in with counting during a table top activity and happily answer questions, which help to promote their communication and language skills as they play. They play well with older children attending the club and show curiosity, for instance as they access wheeled toys and construction activities. They follow the lead of others, which helps them to develop confidence and independence. Some children enjoy relaxing and looking at a book or painting a picture, while others enjoy table top games. This helps them to settle into their preferred activities.

Although there are limited opportunities for children to access a wide range of books, role-play experiences and resources linked to technology, the group is beginning to address this as part of the self-evaluation process. In addition resources promoting positive images of diversity are few, which limits children's awareness of differences in society through the experiences provided. Practitioners promote children's independence and problem-solving capabilities, for example, as they access construction activities or work out how to play a team game in the hall. They know when to intervene and when to leave them to develop their own play. This helps to ensure that children get the right support in their learning.

Children enjoy physical activity. They learn to trickle a ball between cones and are heard to laugh as staff join in. They throw and catch balls and large foam javelins, which helps to promote their hand-eye coordination. Practitioners extend children's interests at source which helps to make the play environment purposeful. Some use of environmental print helps to reinforce their early literacy skills. Practitioners are developing the use of basic observational assessment. Starting points are collated, although current systems do not clearly demonstrate how children are progressing. Weekly written plans offer a range of experiences that cover all areas of learning and within this, practitioners ensure that children's interests and current abilities are promoted every day. This also helps them develop the skills necessary for their future learning.

Children's safety is well promoted within the out of school club. For example, practitioners teach them about personal safety as they take all children to collect others from school activity clubs through a 'walking bus' procedure. This helps to ensure the whole group remain together and gives children a sense of responsibility. Clear signs at the entrance to the kitchen ensure that children know that they must not enter this area. They show good spatial awareness, for instance, as they play football and avoid colliding with others playing different games in the hall. This helps them to contribute towards reducing the risk of accidental injury to themselves or others.

Children enjoy physical activity, for instance, as they play team games with staff and older children. Nutritious options for tea encourage self-selection and include a

range of sandwiches, finger vegetables and fruit. Children's individual dietary requirements are recorded and respected. The club policies work in practice in helping children to learn about eating properly and keeping healthy.

Effective behaviour management procedures ensure that children are included and involved in decision-making and learn to develop responsibility. They play cooperatively together and respond well to praise and encouragement. This gives them the incentive to do well as they develop good levels of confidence and self-esteem.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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