

Henrys Afterschool Club

Inspection report for early years provision

Unique reference number EY289325
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Inspector Denise Franklin

Setting address Horfield C of E School, Bishop Manor Road, Westbury-on-Trym, Bristol, BS10 5BD

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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

Henry's After-school Club was first established in 2001 but re-registered in 2004. The club is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register. It operates from a single storey, self-contained building within the grounds of Horfield C of E School in Bristol. Children have access to a main playroom and toilet facilities. Children also use the school playing field and to the school hall during wet weather. There is disabled access. All accommodation is temporary as the club is due to move into a new building with the school in September. The club is open Monday to Friday during term time from 15:15 to 18:00 hours. Registration is for a maximum of 26 children at any one time and currently there are 83 children on roll, of whom three are in The Early Years Foundation Stage. All children attend Horfield C of E School. Henry's After-school Club is managed a parent committee. Currently there are seven permanent members of staff who work directly with the children, six of whom have appropriate qualifications and experience within the field of child care. The club is affiliated to Bristol Association for Neighbourhood Day Care (BAND) and benefits from close links with the school.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Recent training for staff on the current framework is beginning to be embedded into practice, although still in the early stages of development. The play Leader and staff ensure that younger children are satisfactorily included in all activities and older children support the younger ones well. Partnership with parents is good. Staff are committed to ongoing training and therefore the capacity to improve is satisfactory

What steps need to be taken to improve provision further?

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

- ensure that the Early Years Foundation Stage framework is fully implemented to meet the needs of the children
- make observations so the children's progress can be tracked and use the information for planning appropriate activities
- provide opportunities for children to develop independent skills by enabling them to pour their own drinks, select their snacks and be involved in planning their activities

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

- arrange more regular fire drills and vary the days and times so that all children who attend the club are aware of what to do in case of a fire (Suitable premises, environment and equipment)

30/09/2009

The leadership and management of the early years provision

The new play leader has made a sound start to evaluating practice by using the self-evaluation form appropriately. She knows some of the strengths and areas for development within the club and has rightly identified the implementation of the Early Years Foundation Stage framework as a key priority. Managers have successfully addressed the recommendations from the previous report and actions for improvements, currently identified, are appropriate to improve provision.

Partnerships with parents and others are good. Parents are confident to share concerns and receive regular information through verbal feedback at the end of sessions. They are happy with the provision provided for their child. Links with the school are good and staff, at the club, have received comprehensive training from the early years staff.

Safeguarding procedures are satisfactory and appropriately implemented so that children are safe, particularly when outside. However, fire drills have only been held once a term in the past and this is not sufficient to ensure all children, who attend for a number of different sessions, understand what to do in an emergency. All requirements for childcare registration are in place.

The quality and standards of the early years provision

The club offers a satisfactory range of activities to meet the needs of all the children and achievement is satisfactory. Younger children take part in painting activities with older children and are supported appropriately with decorating small cakes. Several enjoy testing their knowledge through quizzes and word games and there is a suitable choice for children of all ages and abilities. There is a satisfactory range of resources available such as dressing-up clothes, a large dolls' house, small construction, games and puzzles, all easily accessible for self-selection. This effectively develops children's independent skills and opportunities for them to make choices. During the visit a group of older children wrote and performed a short play, which was enjoyed by all, particularly the younger children. The club is currently in a temporary building and there are satisfactory procedures for children to choose to be outside, although this is dependent on the availability of adult supervision. Recent training has enabled the play leader to identify which areas of learning activities that are planned are linked to, although the learning and development intentions are not detailed. The staff have prepared observation sheets for children in the Early Years Foundation Stage but these have not been fully implemented yet.

On arrival at the club children have a healthy snack of fruit and a drink. Drinks are available throughout the session and the children have another snack later. However, there are missed opportunities for children to develop independent skills because adults pour the drinks and spread the toast. Children demonstrate sound understanding of hygiene and wash hands before eating. They have plenty of exercise when outside because adults organise a range of physical activities to

meet the needs of the children. Adults ensure that children understand the importance of staying safe and develop safe habits such as picking toys up from the floor. Behaviour is good, children enjoy their time at the club. They know the rules, for example that one person can play computer games and two are allowed to watch. They are gaining satisfactory basic skills in preparation for the future.

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
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?	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?	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