

Sam's Place After School Club

Inspection report for early years provision

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Inspection date

08/12/2009

Inspector

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Setting address

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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

Sam's Place After School Club opened in 2002 and operates from three rooms in a church building. It is situated in Chatham, Kent and is open each weekday from 3.15pm to 6.15pm for 39 weeks of the year. Children attend from a wide catchment area. The children are collected, from five different schools, using a 'walking bus' system. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend the out of school club at any one time. There are currently 69 children aged from four to under 11 years on roll, of whom, eight are in the early years age group. The out of school club employs five staff, four of whom, including the manager, hold qualifications in play work.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The after school club offers children a safe, secure and welcoming environment where they enjoy meeting up with their friends and taking part in a variety of activities. Safety is given high priority both in the setting and on the walk back from school and is underpinned by secure policies and procedural documents which are clearly displayed for parents to see. The group has a system in place for monitoring its practice and identifying areas for improvement. However, partnerships with schools are not established and staff have a limited understanding of how to implement the Early Years Foundation Stage (EYFS), therefore, children's individual progression towards the early learning goals is not fully evident.

What steps need to be taken to improve provision further?

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

- implement a system to share relevant information with other early years settings attended by children, to ensure that their individual needs are met and there is continuity in their learning (Early learning goals) 08/02/2010

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

- develop staff's knowledge and understanding of the Early Years Foundation Stage
- develop systems for planning and assessment of children's progress in the Early Years Foundation Stage across the six areas of learning
- provide parents with appropriate information about the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The welfare needs of children are well met. Staff ensure that children are kept safe on the walk from school to the club by providing high visibility jackets and by using a 'walking bus' system. Children are well supervised and staff develop good relationships with children. Regular risk assessments of the premises and equipment help to identify possible hazards and good deployment of resources enable children to move confidently around the setting and to feel safe and secure. All staff have attended child protection training and are fully aware of their role and responsibility for recording and reporting concerns in line with Local Safeguarding Children Board procedures. All required record keeping and documentation is in place and is well maintained.

The group has a commitment to continuous improvement. All recommendations set at the previous inspection have been completed and the Medway's Early Years Foundation Stage folder is used to evaluate practice and to identify areas for improvement. Most staff hold a qualification in play work, however, they are not fully conversant with the requirement of the Early Years Foundation Stage and its implications for out of school settings. Parents and carers are made to feel welcome as they arrive to collect children from the club. Clearly displayed policies and procedures, together with a detailed prospectus, provides parents with information about the after school club, although nothing is included about the Early Years Foundation Stage. Staff have insufficient links with the early years teachers, in the schools that children are collected from. This makes it difficult for them to share information about individual children and to ensure that children maintain continuous progress across all areas of their learning and development.

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

Children settle well as they arrive at the after school club and happily explore the activities set out, around the setting. They enjoy being creative using various art and craft resources and developing their imaginations with the dressing up clothes, small world and role play resources. Children are able to extend their computer skills in the information technology suite and are well supported by a member of staff. Although the club does not have an outside area, children have fun taking part in a broad range of physical activities in the central area of the church, where they play various ball games, team games and ride on scooters. Adults relate well to the children and happily join in activities to support their play. They organise enjoyable activities to encourage children's listening and number skills. For example, instead of having a traditional Advent calendar, staff have invented a game whereby children are allocated a number which they have to recognise and remember. They then take turns to pull a number out of the Christmas stocking and the child with the winning matching number is rewarded with a treat to take home. Children enjoy learning about different cultures through activities such as the celebration of various festivals.

Staff do not observe and plan for children's individual learning needs or show how activities are linked to the six areas of learning. However, they are aware of the children's likes and interests and put out activities they know children like to play with. There are insufficient systems in place to ensure that children are progressing towards all of the early learning goals. Although some information about children's progress is recorded, this only relates to their personal and social skills and does not include the other areas of their development.

Children are able to adopt healthy lifestyles as they understand the importance of good personal hygiene, for example, they know that if they do not wash their hands before tea time germs can make them ill. They enjoy a range of healthy snacks such as salad and fresh fruit and have good opportunities to develop their independent and social skills. For example, taking turns to serve food to one another, spreading their own butter and spreads and making choices about what they want to eat. Although children attend the club from five different schools in the borough and come from several different cultural backgrounds, they play well together, respect one another and form good friendships.

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	2
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	4
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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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