

Debden After School Club

Inspection report for early years provision

Unique reference number EY342614
Inspection date 21/09/2009
Inspector Gillian Walley

Setting address Debden Park Arts And Community Centre, Willingale Road,
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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

Debden After School Club is privately owned. It opened in 2006 and operates from the Debden Park Arts and Community Centre in Loughton, Essex. A maximum of 24 children who are under eight years old may attend the club at any one time. There are currently 15 children from five years to under eight years on roll, of whom four are early years. The club is open each weekday from 7.30am to 8.30am and 3.15pm to 6.00pm during school term times. All children share access to a secure enclosed outdoor play area. There is disabled access for adults and children. The club can support children who are learning English as a second language and who have special educational needs or disabilities. The club employs eight members of staff and, of these, four hold early years qualifications. The club is registered on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Debden After School Club is a satisfactory setting. It provides after school care for children from five local primary schools. It is inclusive and can support children who are learning English as an additional language or who have special educational needs or disabilities. The manager evaluates the provision in the setting and has identified some areas for development. The club's capacity to improve is satisfactory. It works well with parents and has an effective partnership with 4Children, an organisation which provides training opportunities for staff.

What steps need to be taken to improve provision further?

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

- establish a record on the premises of evidence of all staff's Criminal Records Bureau (CRB) checks and maintain this so that it can be inspected when required (Suitable People). 23/10/2009

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

- make observations of pupils' progress and development which can be shared with parents and which can help staff to plan appropriate learning opportunities
- establish an Equality policy and a incident log so that incidents can be recorded if they occur.

The effectiveness of leadership and management of the early years provision

The club has satisfactory leadership and management. The manager is supported by a staff team who collect the children from five local primary schools and provide a relaxed and informal environment for them. It runs smoothly and there is good communication between staff. Several of the staff are very experienced and newer staff receive good induction. The staff update their training where possible so that they can provide better care and opportunities for the children. For example, members of staff have recently received training in improving the use of the outdoor area and have developed their expertise in art and circus skills so that they can provide a stimulating range of opportunities for the children. The staff team meets regularly to plan the activities they will offer the children, but they give the children plenty of free choice. This encourages the children to become more independent.

The staff know the learning and development requirements of early years children and they base their planning on these principles. The manager and her staff evaluate the provision and have identified some improvements they could make, for example, in keeping more detailed records about the children's progress.

The children behave well because the staff have high expectations of them and are good role models. Children are respectful and polite, they play well together, share and take turns. They develop good relationships with the adults, who speak positively to them and encourage them to achieve.

The club has policies in place which meet its needs and which are reviewed regularly, but it does not have a policy for responding to any incidents which may occur. There are procedures for dealing with incidents such as administering medicine or dealing with complaints, and for vetting new staff. However, the evidence that all staff are suitable to care for the children is not kept on the premises and cannot be inspected, and this represents a safeguarding risk. Other safeguarding procedures are sound.

Staff are vigilant about children's safety, for example, when they are walking to the club, and children know where they may play. Children are observed from time to time, and records of these observations are kept, but this is in its early stages and is not carried out often enough to enable the staff to plan exactly what steps children need to take next in order to make progress. More regular and more detailed observations would help staff to provide opportunities which were better matched to the children's precise needs.

The club can support children who find learning more difficult and can draw on support from other agencies if required. The staff can liaise with parents and class teachers to ensure that all children are well supported. The club has good relationships with parents, who like the fact that younger children can mix and play with older ones and can make friends with children of similar ages from other schools. This helps the children greatly in their social development. Parents trust the staff to care for their children and like the fact that the club has a calm and

relaxed atmosphere where their children can unwind at the end of the school day. Parents appreciate being able to share information with staff at the end of sessions and they know that the staff will tell them if their child is unwell or unhappy. Parents receive newsletters so that they are well informed about what is happening in the club. Parents are asked for their views about the club's provision each year, for example about value for money, whether there have been any incidents of inappropriate behaviour, food choices and the range of activities available. The manager responds to their suggestions although parents are very happy with the provision and do not feel it could be improved.

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

The club does not have its own premises so it is not possible to prepare activities in advance. However, there is a wide range of books, puzzles, games and outdoor play equipment. There is a role play area and dressing-up clothes to develop children's imagination, and there are multicultural books and dolls which help the children to develop their awareness of other beliefs and places in the world around them. At special times children are offered food and activities which help them to understand other cultures, for example, Diwali and Chinese New Year. They have opportunities to cook. Children like the range of choices they can make so that they really enjoy their time. They behave well and are polite and respectful. Adults speak warmly to them and encourage them to persevere.

The children like to help to clear resources away and to help lay tables for their tea, and the varied menus which they are offered. This is a sociable occasion when the children enjoy a range of healthy foods and a choice of drinks. They understand the importance of healthy eating, and of avoiding the risk of infection by washing their hands before they eat. They learn to use good table manners and to consider each other's needs. There is safe and secure outdoor play area and children have free access to this for inventing their own games. Adults play with them and help them to master new skills. The ratio of adults to children is good and enables the adults to work closely with them, for example, when they are enjoying creative tasks or playing board games. The children's work cannot be displayed, but they can take it home to share with their parents. Indoors there is equipment which helps children to make progress with their physical development, such as hoops and balls. The children behave well and play happily with one another. They particularly like the range of choices they can make and the chances to play with new friends. They feel that being at the club helps them learn to become more independent.

The staff are vigilant and ensure that the children are safe. When the children are escorted to the club they learn about road safety and taking care of themselves. They know how to evacuate the building in an emergency and fire drills are carried out regularly. Sometimes the children are taken out to a nearby nature reserve or local fields to provide them with different learning opportunities. The staff take good care of the children when they are off site, by identifying possible risks and taking steps to avoid them. The children know that the adults take good care of them and they feel safe.

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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	2
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

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