

Twigs After School Klub

Inspection report for early years provision

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Inspector Gail Robertson

Setting address Turnpike Way, Isleworth, Middlesex, TW7 5BF

Telephone number 07986 808 714

Email

Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Twigs After School Klub is run by a parent management committee. It opened in 2000 and operates from the school hall in Smallberry Green primary School, in Isleworth, in the London borough of Hounslow. A maximum of 24 children may attend the after school club at any one time. Children from the age of four to 12 years of age attend the club. The after school club is open each weekday from 15:15 to 18:00, term time. All children share access to a secure enclosed outdoor play area. There are currently eight children aged four to under eight years on roll. Children attend from Smallberry Green School and Marlborough School. The after school club employs three staff; two of the staff, including the manager hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

A boy said 'Twigs Klub is a good place to come after school'. Here the children let off steam after their day at school. The atmosphere is one of calm, the staff are friendly and bright, valuing and respecting all the children that attend. Children really enjoy themselves and the good relationships with the host school ensure consistency of care and learning. However, the setting does not have such a special relationship with other providers. The children are thoroughly safe and are supported in their learning and development by caring, happy staff. There are good relationships with parents and they value the care and experiences that the staff carefully plan for the children. It is a happy club where everyone works in harmony.

What steps need to be taken to improve provision further?

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

- provide and plan opportunities for daily outdoor play.
- develop links with settings that provide for children in the Early Years Foundation Stage who attend the club, to ensure the learning and development provided compliments that received in those settings.
- encourage children to be involved in the planning of the club activities and ensure that they have access to technology.
- help children to know that they are safe and involve them in carrying out daily safety checks.
- maintain well organised and effective evaluations of risk assessments for future improvements of children's well being and safety.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding are good and robust. Staff are vigilant in their supervision of the children within the club hall. Effective child protection policy and procedures are in place. All staff receive regular training. Staff are vetted and visitors are checked immediately they enter the hall. Good implementation of the required policies ensures the children's safety and well-being are adequately promoted. Staff assess safety risks and use risk assessment records to monitor any action required.

The club runs very smoothly and all children get on well together and with the patient, caring staff. Each child's background is known and their individual needs. All children are respected and valued as individuals and everyone is well integrated into the club. The children make satisfactory progress in their learning and development. The key worker system works to identify where children are at in their development and what the staff can do to help them make greater progress. The staff help children to value diversity and to learn about different cultures through the resources that are used and the planned programme. Planning is the responsibility of the staff. The programme is varied but there is not enough use of technology or the outside. The outside area is small but there is enough room for the children to enjoy playing in the fresh air. The staff facilitate children's learning and play, knowing just when to play actively with them or stand back and let them explore and play freely. As the manager explained, 'This isn't school'.

The partnership that staff and the manager have with the parents is good. One parent said 'I couldn't do without it. I come after work and sometimes my child doesn't want to come home. I know she is enjoying herself as she tells me all she does here.' The partnership with the host school is very good. The head teacher calls in regularly not to check up on the club but because she values the service the club is giving to those parents and children who use this service. Information about the children is communicated daily. Learning observations are also communicated when necessary and passed on to the school and to parents. However, the relationship with the other providers is not as strong and more work is need on this front.

All the recommendations from the previous report have been actioned and become standard practice in the club. The manager knows the clubs strengths and how it can be improved. The Ofsted self evaluation form is still in a draft form but she knows how to use it and who to involve.

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

Children settle into the club quickly and are happy and contented members. The older children enjoy the responsibility of looking after the younger ones and there is a great family feeling in the club.

A parent said 'I can't get him to come home!' All members thoroughly enjoy themselves here. They are provided with interesting and enjoyable opportunities that meets their needs and stage of development. There is a regular time and part of the club's routine, when children can freely voice their own opinion and listen to each other's view point. The manager takes note of what is said for her future planning and self evaluation.

Children can make choices of what to do, who to play with and when. They can take out a game, work with a messy activity like clay, work on their homework or just laze and talk with their friends. They are supported by the staff, who facilitate children's play and extend member's exploration and creativity. The hall is very large and it is not easy for the staff to get it feeling cosy and warm. However, the children do not seem to mind. As one said 'this way there is more room to practise skipping.' A good range of books are available and used well by the children. Writing materials are also available. They love to draw, one boy started writing words he knew on his work, this soon caught on. Many of his friends copied him plastering their drawings with correctly spelt action words. They practise their counting skills and staff help them to tell the time and to understand the concept of time passing.

Children learn about being healthy and safe through the well planned teatime snack. All club members looked forward to this time. 'They are hungry', the manager explained. Fruit is washed and cut up by the staff although children said that they help sometimes. They make their own sandwiches stuffing pitta bread with grated cheese and their fruit. Before preparing food or sitting down to eat children know that they must wash their hands thoroughly and make sure the table surfaces are wiped and dried. They make healthy choices and know that they can help themselves to a drink at anytime if they feel thirsty. Snack time is very much a social occasion when the group sits together and enjoy the eating experience. There are regular fire drills to familiarise children with emergency evacuation procedures and good evaluations made.

All play very well together and behave in a mature and responsible manner because they know what is expected of them through staff expectations and the club rules. Children share the equipment, respect and care for each other. They learn to be independent and to make the right choices. They know they can turn to the caring staff if they have any problem or just talk things through with them. There is a happy family feeling in this after school club.

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	2
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	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	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

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