

# Hatch Ride After School Club

Inspection report for early years provision

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**Unique reference number**

EY260235

**Inspection date**

04/12/2009

**Inspector**

John Paull

**Setting address**

Hatch Ride Primary School, Hatch Ride, Crowthorne,  
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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**

Hatch Ride After School Club opened in 2003. It is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register, and it operates from the hall and a classroom of Hatch Ride Primary School, Crowthorne, Berkshire. Only children attending the school may attend the club. It is accessible to people with special educational needs and/or disabilities and this includes wheelchair access. The after school club is registered for 24 children from five to under eight years. Older children may attend.

There are currently 70 children on roll, of these two are in the early years age group. Children with special educational needs and/or disabilities are welcomed at the setting, as are children who speak English as an additional language. The club opens five days a week during school term times, from 3.15pm until 6.00pm. Children attend on different days and some on every day.

At present, five staff work with the children, of whom two hold early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership and the school.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The provision at Hatch Ride After School Club is good. It meets the needs of children in the early years well. The staff cooperate effectively with its manager and committee to ensure that all children are well included in what it provides. Children are cared for and safeguarded effectively, irrespective of their ethnicity, special educational needs and/or disabilities or social circumstances. A friendly, open relationship with parents is maintained, which helps children to settle effectively and to feel secure at the club. The success achieved to date suggests a good ongoing capacity to improve further.

## **What steps need to be taken to improve provision further?**

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

- ensure the system for daily risk assessments indicates who carries them out on occasions when the manager is absent.

## **The effectiveness of leadership and management of the early years provision**

Good leadership and management ensure that all elements of the provision are of good quality. Safeguarding, health and safety, and similar arrangements are prioritised effectively at all times when the club is open and meet statutory requirements. Vetting of staff is carried out well to ensure safe recruitment. Daily

risk assessments are taken very seriously, although the system for recording them is unclear about who is to carry them out if the manager is absent. Nevertheless, proper safety checks are carried out as they should be. Children are well supervised when they go out of the club room to the school hall or to the grounds, which happens frequently, especially during lighter summer evenings. All members of staff know the children well. This includes those with special educational needs and/or disabilities, with particular requirements, or those who speak English as an additional language. As a result, all children's care and welfare are protected effectively. Currently, there are no children on roll with a need to take medicines regularly but the manager maintains clear policies in case the need arises. Food for children's snacks is kept and, if necessary, heated hygienically. During the inspection, they thoroughly enjoyed a treat of fish fingers. First-aid training of the correct type is up to date and the certificates displayed.

Opportunities for children to learn from play are also good. The staff evaluate what is provided for them effectively, so quality is maintained and built on further. The one recommendation for improvement in the previous report, when the club was judged to be good, has been addressed well, contributing to the good capacity for continued improvement. All staff now regularly familiarise themselves with new policies, and updated files are made available to them. The staff discuss observations of how the children play and interact with the games and toys available to them. The children also receive opportunities to express their ideas, so new purchases add to their enjoyment and help them to achieve continued good outcomes.

It was not possible to speak to parents directly, but other evidence suggests that they are well-informed about what the club provides. Information about which children are attending on which days is kept up-to-date and arrangements for who will meet them are clear. The children who were present stated that they feel safe and that the staff look after them well. A good partnership exists between the school and the club, which further enhances safety and provides a good flow of helpful information and support for the club's activities. This also promotes stability and continuity for the children.

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

Outcomes for children are good. The staff are skilful in involving the children in effectively planned activities that match recent national requirements for their learning and development. The staff relate very well to the children, joining in with activities, role modelling very well and keeping up a good flow of talk to encourage engagement in the activities provided. Such conversation helps the children to grow in confidence and supports gains in vocabulary and language. Older children receive opportunities to do their homework, if they wish. The staff arrive early to set up inviting craft tasks, board games and similar activities. This means that when the children arrive, there is something ready for them immediately. They respond accordingly, settling down quickly and finding something to do straightaway. Resources and activities provide opportunities for children to develop skills across the areas of learning in the Early Years Foundation Stage. For

example, sorting, counting and grouping toy ponies in the club's collection and explaining their different characteristics and names. At other times, using brushes, felt pens and glue to develop coordination, while working at a craft table, or developing reading skills in a quiet corner.

The children are very quick to agree that they enjoy being at the club. The staff involve them in planning what they do, checking with them how they have got on and what they would like to be set out the next day. The children say that they feel extremely safe and know how to keep safe at the club. They also know a considerable amount about keeping healthy. For example, they do not open outside doors and know that they must not go outside unless supervised. They keep to these rules very well. Their good behaviour also contributes much to their well-being. They know about cleanliness around food, always washing their hands before handling or eating the snacks that are provided. The staff and manager often take this opportunity to reinforce ideas from school about what needs to be included in a wholesome diet. Ball games and opportunities to exercise with skipping ropes and similar toys and resources are always available, either in the school hall or outside. Children take part enthusiastically in these games. The children contribute to the club well, carrying out a range of helpful little jobs, such as setting out the cups for drinks or handing round fruit at snack times. They also help with tidying up toys, tools and discarded craft items. Occasions when they count or write down ideas, linked with their good social skills mean that they are well-prepared 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	2
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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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