

326 Club

Inspection report for early years provision

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Inspection date	04/02/2010
Inspector	Julie Sackett
Setting address	Stepgates Primary School, Stepgates, Chertsey, Surrey, KT16 8HT
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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

The 326 Club provides after school and holiday care for children from four to 11 years of age. The club operates from a building with single step entrance in the grounds of Stepgates School, Chertsey. Children from Stepgates School and other local schools attend. The after school club arranges a collection from local schools. The building is divided into activity areas. Children also have use of the school playground for outdoor play. During the school holidays children visit local parks. The after school group is open from 15:00 - 17:45 Mondays to Fridays during term time and is open during inset days. The holiday play scheme operates from 08:30 - 18:00 throughout the school holidays. There are currently 12 children under eight years of age on roll, one of whom is within the early years age range. The group supports children with special educational needs and/or disabilities. There are four staff members who work with the children. The manager has NVQ Level 3 in childcare, whilst an additional member of staff is currently completing NVQ Level 3. Three members of staff have current first aid certificates. The club is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Adults successfully provide a happy and caring environment. The club is effective in meeting the needs of all children, including those with special educational needs and/or disabilities. Children feel valued and enjoy the experiences offered. The manager is committed to the ongoing development of the quality of the provision. This, coupled with secure self-evaluation procedures, means the setting demonstrates satisfactory capacity to make further improvements.

What steps need to be taken to improve provision further?

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

- use available training to develop staff knowledge and understanding of the Early Years Foundation Stage requirements so that adults are confident to plan activities which will enable children to make progress in all six areas of learning
- establish a two-way flow of information with early years providers to ensure consistency in supporting children's learning and progress.

The effectiveness of leadership and management of the early years provision

Procedures for the day-to-day management of the setting are sound and, as a result, the setting runs smoothly. Systems for ensuring that children are safeguarded are up-to-date and complete. All risks have been assessed and the

setting is safe and secure. All appropriate policies, records and procedures are in place and are used effectively to promote children's welfare. Resources are used well to provide children with quality experiences that ensures that make satisfactory progress and develop in a happy and safe environment. Positive links with parents and carers have been established in relation to ensuring that children's care needs are met. Parents say they are happy with the club and appreciate the safe and secure environment provided.

The manager is committed to adopting the Early Years Foundation Stage (EYFS) and is developing an awareness of how to adapt the service she offers to more fully take account of the EYFS. This, coupled with the fact that all recommendations from the previous inspection have been addressed, indicates that the manager's role in driving improvement is secure. The manager's commitment to adoption of the EYFS is evident in the successful establishment of records of progress which summarise some of the achievements made by the children whilst in the setting, although these are not yet used as a tool to identify the next steps in children's learning or to plan future activities. The manager rightly identifies the need to undertake training to ensure that she and other adults are confident in fully meeting the learning and development needs of the children in the early years age range.

Whilst self-evaluation is informal, with an emphasis on developing the quality of provision, there is some evidence that initiatives have had a positive impact on children's experiences and progress whilst in the setting. For example, the club has been equipped with an extensive range of good quality resources and activities, which are organised to be easily accessible, so that children are encouraged to develop personal preferences and independent skills. The manager effectively supports and promotes inclusive practice by ensuring that all children are warmly welcomed and successfully encouraged to participate in activities. The club enjoys a positive and constructive dialogue with Stepgates Primary School so that the club is more fully informed of children's needs. The club rightly identifies the need to establish such partnerships with other providers to ensure that the club has the same consistent level of understanding for the needs of all children who attend the club.

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

The club is most welcoming, made attractive and cosy. Relationships are warm and caring so that children develop a sense of being a family member. The children behave well because the children know the rules of the club and adults consistently respond to any inappropriate behaviour quietly and calmly.

Children are learning well about healthy lifestyles. They understand the importance of washing their hands before eating their tea and thoroughly enjoy the food prepared for them. They are hungry and soon polish off a good range of vegetable sticks, pitta bread, cocktail sausages and humous dip, with additional helpings for those who are still hungry. The children sit at tables to eat their tea. They demonstrate good table manners because adults provide positive role models,

initiate conversations and reinforce appropriate behaviour through praise. Relationships between older and younger children are good and children chat companionably during tea time. For example, an older child talks with a younger child about the names of the different fruits available at tea time and which ones they like best. This helps children to develop the necessary personal and social skills to support their future economic well-being.

Adults' friendly and active involvement in games and activities makes learning fun and enjoyable. For example, a group of children enjoy a strategy game during which younger children are helped to learn the rules of the game and benefit from the positive role models provided by the older children. As a result, children make satisfactory progress in the development of social skills, such as turn-taking and sharing.

The club is mindful of the benefit of enabling children to 'let off steam' at the end of the school day and provides children with opportunities to use a range of resources in the school playground, including footballs, space hoppers and climbing equipment. The children use the resources safely and responsibly and enjoy their time outdoors.

The setting is well-resourced, including resources which encourage children to appreciate a diversity of backgrounds and experiences. For example, an extensive display of dolls in national costume stimulates children's interest and helps them to develop respect for each other and for people living in different contexts. Other resources and activities are thoughtfully arranged to stimulate interest and support sound progress in the development of knowledge and understanding. For example, a selection of natural objects is displayed with a range of good quality magnifiers, so that one child spends some time comparing and appreciating the various shapes and patterns he can see.

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	3
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	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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