

ChildzOwn After School Club

Inspection report for early years provision

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Inspection date	15/03/2010
Inspector	Loraine Wardlaw

Setting address	St. Annes Catholic Primary School, Pinkerton Road, BASINGSTOKE, Hampshire, RG22 6RE
Telephone number	01256464165
Email	adminoffice@st_Annes.Hants.Sch
Type of setting	Childcare on non-domestic premises

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

T: 0300 123 1231
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

ChildzOwn After School Club was registered in 2009. It operates from St. Anne's School in South Ham, Basingstoke, close to shops and transport links. The setting is privately owned and managed. The children have the use of a classroom, the hall and the outside areas of the school for their activities. The setting is open to children who attend the school, nearby St Mark's School and to children from the local community.

The setting is registered to care for 34 children aged from four to 11 years of age. They are registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 13 children on roll three of whom are in the early years age range. The club is open from 3.15pm to 6pm each school day, term-time only. The manager has a Level 3 childcare qualification and a level 3 play work qualification. She employs four staff to work with the children, two of whom are working towards level 2 in play work.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are relaxed, happy and well-motivated at the after school club. The staff are fairly knowledgeable about the Early Years Foundation Stage; they plan and organise activities which build on children's learning skills but within a play culture. Although the setting has built a suitable partnership with its parents there are not yet effective links with other onsite Early Years Foundation Stage practitioners. Staff at the newly registered setting have started to evaluate its practices, but there are not yet clear points for development to ensure good continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure there are a diverse range of books and reading material for children to select
- provide healthy, balanced and nutritious snacks to children
- introduce a system to closely work with the primary Early Years Foundation Stage practitioners and parents to successfully meet the play and learning needs of the children
- introduce a rigorous system of self-evaluation to identify the strengths of the setting and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are suitably safeguarded. There is a child protection procedure in place and all the staff are confident about implementing it should they have any child protection concerns. The manager undertakes an appropriate system to ensure adults are suitably vetted which includes gaining a Criminal Records Bureau check (CRB). Those people whose CRB checks are not complete are not left alone with children. High ratios mean that children are supervised well by the staff, who keep a vigilant eye on them particularly at toilet times when they leave the room. Appropriate checks and risk assessments are carried out on the areas used by children. However, the written format does not include reviews when incidents of risk are identified and addressed by the manager. A range of policies and procedures are in place and are shared with parents. The club staff organise the environment so children can make some choices in their play. For example, children have free access to a cupboard with games and table top toys, many boxes of art materials and role play clothes. However, children have few opportunities to select books and comics which does not effectively complement the learning that takes place at the school.

Appropriate communication with parents takes place on a day to day basis to ensure the staff are aware of children's care and learning needs. Documentation regarding parental consent is all in place. The setting has not yet introduced a rigorous three-way system to liaise effectively with the Early Years Foundation Stage practitioners in the school and parents. The sharing of relevant information, particularly information on observational assessment, to ensure effective continuity and progression through the steps to the early learning goals is minimal; it is mainly given by the parent. The manager and staff loosely evaluate the setting. At the end of every day they have a 'heads up' chat about what went well and what was not so good to ensure they meet children's needs. They have started to fundraise to buy new equipment and resources, but have not yet introduced well-targeted plans for future improvement. Practitioners are alert to those children with special educational needs or disabilities; they make sure they feel included and part of the group.

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

Children are happy and settled at the club. They understand the routines of the afternoon and go about their activities with ease and confidence. For example, children's personal independence is promoted when they make their own sandwiches from bread with lemon curd, jam or chocolate spread on arrival at the group from the schools. They talk about the importance of washing their hands before they eat because they are aware of hygiene routines. However, the setting does not offer a variety of healthy and nutritious choices at snack time, which impacts on the outcome for being healthy. Children can choose if they want to play outside or inside but prefer to take part in activities indoors. Orange squash is on the side in a jug for children to pour themselves, but they have to ask an adult to

get water from the tap. Children behave in a safe manner; older children tone down their play when they become exuberant after throwing a large dice during a snakes and ladders game. They learn how to keep safe in an emergency by taking part in fire drills.

Children have a good relationship with the staff, behave well and listen to the adults with respect. They happily engage in their self-chosen activities, selecting games from the cupboard such as 'Guess who' and 'Hoopla', playing harmoniously together with their peers. They laugh and have fun with the adults as they move their bodies in a variety of ways playing 'Twister' on the floor. An adult-led activity excites and motivates a number of children to participate in decorating an egg cup for Easter, promoting their creative skills. Children demonstrate their capabilities as they are encouraged to count the eggs, problem solve and spell out the letters of their name as they stick them on the egg cup, receiving encouragement and support from the practitioner. Although the practitioner interacts with the children appropriately to develop some areas of learning they do not engage the children in a conversation about Easter, further developing their knowledge and understanding of the world.

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	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