

Anston Park After School Club

Inspection report for early years provision

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Inspector Lynn Rodgers

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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

Anston Park After School Club first opened in January 2004 and was re-registered in 2010. It is run by a voluntary management committee. The club is located in Anston Park Infant School, in the Anston area, close to the cities of Sheffield and Rotherham, and serves local children who attend the infant and adjacent junior school. The children have access to the school hall, the school hall annex and a designated classroom for the use of the toilet facilities. Outside play is provided in the school playground.

The setting is registered for a maximum of 32 children, aged between three and eight years, although care is offered for children up to the age of 11 years. There are currently 94 children on roll. The service is available between 3.15pm and 5.45pm every weekday during term time. There are five members of staff who regularly care for the children, of whom all five hold appropriate qualifications. The provision is registered on the Early Years Register and both parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provider demonstrates a very good understanding of their strengths and areas for development, which effectively contributes to the ongoing improvement of the service. Staff are aware of individual children's needs and ensure they are valued, included and have access to all activities and play provision. Discussions with parents and the children ensure all relevant details are gathered and recorded. The setting consistently evaluates how it is organised and operates. The staff have forged positive links with class teachers and they work together to provide a caring and happy environment.

What steps need to be taken to improve provision further?

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

- consider ways to reflect more actively on self-evaluation in order to identify focused and well-targeted priorities for improvement.

The effectiveness of leadership and management of the early years provision

The setting is proactive in the safeguarding of children. Staff have completed relevant training, know the correct procedures to follow and have informed parents of their duty to report any concerns. The head of the school is the child protection liaison officer and staff inform her of any issues. There is an excellent system for risk assessment. The manager has revisited the risk assessments and made some changes so they are more suited to the club. The caretaker checks all outdoor

areas and fire fighting equipment, and ensures that all gates and doors are kept locked. Staff report to him any concerns, these are logged and the action taken is recorded. Daily checks are carried out on the areas children access, prior to their arrival. Fire evacuation procedures are in line with the school policy and take effect each term; the staff time the children's exits and details are recorded in the log. All fire fighting equipment is in place and regularly serviced. All the required documentation is in place, well written and regularly reviewed. The staff have begun to self-evaluate by talking to parents and the children, taking their suggestions and comments as a way to improve the setting. However, there is room to further develop this area. The provider embeds ambition, by looking at ways to continue to improve the setting, developing as a group, and to offer more structure. The staff show a good awareness of the capacity to improve, and have positively addressed past recommendations. Resources are deployed effectively as they are regularly rotated, are age-appropriate, in good condition and well-maintained, to encourage children to make choices. Presentation of resources to the children is very good. Staff take pleasure in ensuring activities are exciting, stimulating and pleasing to the eye. They know the children well and what their interests are.

The effectiveness with which the setting promotes equality and diversity is very positive. The children have a sense of belonging because the staff gather all information pertaining to each child, and their individual needs are met. Children are collected by staff who greet them warmly, play with them and interact in a very positive way. Parents are always warmly welcomed and a two-way flow of information ensures they are fully conversed in what their children do. There is excellent feedback to parents either in writing or verbally, and the parents have nothing but praise and admiration for the staff's dedication to the setting and the children. Children are praised and encouraged, have small responsibilities to perform and behave in a manner that reflects the good examples set by the staff. All children have access to all toys and activities, and staff ensure children with special educational needs and/or disabilities are fully integrated and included. Partnerships with parents and other educators are well-established, relevant information is shared and the staff regularly liaise with the class teachers to provide continuous care and education. The parents receive excellent feedback and are able to talk to staff at any time and know their children are in a safe and secure environment. Regular staff meetings highlight any areas of concern and the children's well-being is the main focus of the whole school. Complaints are dealt with according to the guidelines and parents have been fully informed of the procedure to follow. The staff are friendly and approachable and engage well with both parents and the children. They are involved in the children's activities, ensuring they are fully supported and making sure they have a fun time. There is a very friendly atmosphere when parents arrive to collect children and they often share experiences and information. The premises are suitable for the intended purpose, it is clean, well-maintained and child friendly. All staff are vetted and checked and have the relevant qualifications to carry out their roles and responsibilities. The manager of the setting is responsible for overseeing all activities and supervises the staff and children.

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

The setting operates within the infant school and uses the designated areas allocated to the group. Staff have a very good system for the planning of children's activities and refer to the early years guidance and practice cards, for the children within this range. Most of the staff work with the children in their daytime classes, so are fully aware of their capabilities and needs. Planning is structured and topic related but allows for children to deviate and use their own ideas to initiate their play. Staff look at what the children can do now, taking into account their ages and stages of development, their interests and dislikes, and work towards the early learning goals for the younger ones. Children's progression is monitored through careful assessment and observation, and these are fully recorded. This user friendly system is effective and shows how children are developing and the areas of learning achieved. There is excellent interaction between the staff and children. They share, take turns, help each other and are developing a sense of responsibility and negotiation skills. The children have set up a committee and are looking at various ways to fund raise for more larger equipment and resources; the children eagerly share their ideas as to what their plans are, and are exceptionally well-organised and very articulate. All children are involved in this exacting project. Behaviour is managed well and all children know what is allowed, they follow the rules of the club that they have helped to input, and respect each other and the adults who work with them. Physical skills are nurtured through taking part in many indoor and outdoor activities; for example, board games, table football and snooker, mark-making, cutting, and television games. Children have free access to the outdoors and engage with larger play equipment and play competitive sports games. Their creativity is fostered as they colour, draw, use computer games, make posters, and write letters and information slips for their parents. There is an excellent range of art and craft resources. Children are involved in role play, acting out stories and making up drama plays to share with each other. They are confident to initiate their own play and be active members of the group. The children show excellent communication skills and a clear adult understanding of the spoken word. They are happy to chat to adults, relate their experiences, share ideas and access various resources to develop their language skills. Children tease each other, and the staff, and are very happy, settled, and confident.

The children show skills in problem solving as they build models and work out how to do things. They are very competent on the computer and show fine keyboard skills. They can set out their own activities, use calculators, rulers, weigh and measure, add, subtract, divide and calculate what comes next. Knowledge and understanding of the world is included in everyday activities. Children participate in topic work about the natural environment, and the wider world. They discuss clothing, seasons and weather, and take part in tending to the pond life. They grow and plant, take pride in the school environment and care for the local wildlife. They discuss and take part in other festivals, interact with persons from other cultures and religions, and show concern and care for others less fortunate. Staff are proactive in keeping children safe and secure; they encourage road safety awareness, discuss stranger danger, stray animals, and what is dangerous in the outdoor play area. The staff are on hand to fully support and supervise children at

all times, children are never released to persons not known to them, and they ensure all authorised persons details are recorded. The children are encouraged to tidy up, and follow the house rules for behaviour. The children adopt a healthy lifestyle as they are provided with food and drink that is nutritious and meets their dietary and religious requirements. There is a four week, written menu, and children are given various choices, and take turns to serve each other. The well-balanced diet ensures children's individual needs are fully met and supports the 5-a-day food programme. Both the children and staff follow the daily routines for the safe handling of food, and their personal hygiene skills are promoted. Children make a positive contribution as they learn how to behave well, respect each other and adults who care for them, follow rules, and know right from wrong. They are taught good manners, sit together to eat and play harmoniously. Children are kind, considerate and show feelings of concern for each other. They join in, make friends and respect each other, taking into account their diverse needs and backgrounds. Skills for the future are positively encouraged and the children have access to technology in toys and equipment, put things into categories and problem solve. They show enthusiasm, excitement, want to learn and are eager to please.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
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	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