

South Willesborough After School Club

Inspection report for early years provision

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EY332537

Inspection date

25/05/2010

Inspector

John Viner

Setting address

East Stour Primary School, Earlsworth Road, South
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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

South Willesborough After School Club has been registered since 2006. It is provided by Kent Play Clubs and run by a committee. It operates from a mobile classroom in the grounds of East Stour Primary School in the Willesborough area of Ashford. There is access to secure enclosed outdoor play areas. A maximum of 24 children may attend the group at any one time. The club is open Monday to Friday from 3:20pm to 6:00pm during term time only. Children attend for a variety of sessions. The group serves the local community. There are currently 90 children on roll with 10 aged from four to under eight years. Children from the age of eight to 11 years also attend the club. The setting currently supports children with special educational needs and/or disabilities and those who speak English as an additional language. The group employs a manager and a deputy and two on-call staff. The manager holds a Level 3 qualification. The deputy holds a level 2 qualification. The group receives support from Kent Play Clubs, the Local Authority and the teaching staff of the school.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall effectiveness of the setting is good and it meets the needs of children who are in the early years age range well. The manager and deputy know the children well and liaise with parents successfully. This helps them to plan effectively, although the systems for assessment are not as good as they might be. The provider supports the setting well through frequent visits and a good staff training programme. This support and the good leadership of the manager ensures that the setting has good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- install gated access to the entrance ramp and footpath leading to the rear door
- enable children to be tracked by observational assessment so that their progress can be measured against early learning goals
- display a number line for visual reference within the setting
- ensure there is clarity about what is recorded in the incident and the first aid records.

The effectiveness of leadership and management of the early years provision

The setting manager works well with the deputy to provide a clear vision that is shared by committee members and the provider. They understand what the setting does well and have identified priorities for the future. As a result of this

secure leadership the children who attend the setting benefit from an inclusive, stimulating environment where children mix well with older members of the club. This common sense of purpose creates an inclusive and stimulating environment for the benefit of all children. The weekly staff meetings are used to plan sequences of activities and ensure that all children are able to benefit, regardless of language or ability. The staff understand their roles in respect of child protection and know what to do if they have a concern. Although she has completed the in-house safeguarding training, the manager has yet to attend a course for designated coordinators. She works closely with the school's head teacher and with the provider's safeguarding officer to ensure all children are safe and their welfare promoted. All accidents and incidents are recorded but there is no system for recording first aid treatment so these events sometimes get misfiled. Resources are plentiful and deployed effectively so that there is a good choice of interesting activities. At the last inspection the provider was asked to ensure that the manager was trained to Level 3 and this has taken place.

The partnerships with the provider, the network of similar settings and the school are strong and highly effective. They provide a pool of expertise that is available whenever it is needed. Engagement with parents and carers is good. The leaders meet with parents and carers when they deliver and collect their children and use the opportunity to discuss any concerns. The Home-School contact book, which all children have, is an effective means of communication that records children's progress and interests so that next steps can be planned around individual needs. Self-evaluation is satisfactory; the views of children, parents and carers are sought and this information helps the leaders to know what they do well. With the provider, the manager is taking steps to establish a formal system of self-evaluation that will make it easier to plan effective improvements.

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

The setting is well equipped and all children have access to a wide range of interesting indoor and outdoor activities that stimulate their interest and help to develop enquiring minds. Displays are bright and stimulating, although numbers are not displayed in a way that they can be a visual reference for early counting. At the last inspection the setting was asked to provide a kitchen. This has happened and has markedly improved the quality of the available resources and supervised activities. Provision is good because it is tailored to meet each child's individual learning and welfare needs through the good liaison with parents and carers. The good provision for children's welfare shows in the warm relationships they have with staff. From the oldest to the youngest, children feel safe and cared for as soon as they join the setting. Adults know the children well and help them to enjoy the time they are in the setting, especially when they are tired after a day at school.

Because children have frequent opportunities to make choices, they demonstrate independence and self-confidence that helps them to enjoy their learning and contributes to the smooth running of the setting. Children demonstrate their independence as soon as they arrive, by self-registration and washing their hands ready for snack time with no adult prompting. They choose from a range of

healthy snacks and say they know which foods are good for them. Access to the school field presents many good opportunities for physical activity and children say how much they enjoy running, jumping and playing counting games. If the weather is bad children do not have access to an outside area because the pathway and ramp between the two doors are not safely separated from the car park. This restricts play opportunities when the field cannot be used. Activities are well-supervised and adults take time to engage children in developmental conversation so that they develop good social and physical skills and know they are safe.

Staff understand the Early Years Foundation Stage well and the manager acts as key worker for the children who are at that stage in school. She ensures that information about each child's needs and progress is shared between the school, the setting and the home. Although the planned activities meet individual needs because they are based on shared information, staff do not carry out enough observational assessment to judge progress against early learning goals. Neither does the setting liaise enough with the school about measuring children's progress so steps that are achieved in the setting go unrecorded.

This is a setting with a wide age-range and one of its strengths is the very good relationships between and among children of all ages. They behave well and care for each other so that the younger children have good role models and develop skills that will help them prepare for the next stage of their education. Parents agree that their children are safe and happy in the setting and have confidence in the adults that they will build on their experience in school to help them to be active and learning in the 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

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|--|---|
| 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 | 2 |

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 | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| 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 | 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 | 3 |
|--|---|

Outcomes for children in the Early Years Foundation Stage

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|--|---|
| 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 | 2 |

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Annex B: the Childcare Register

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