

# The Hub Playscheme and After School Club

Inspection report for early years provision

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<b>Unique reference number</b>	127690
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<b>Setting address</b>	High Street, Edenbridge, Kent, TN8 5AB
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<b>Type of setting</b>	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 Hub Playscheme and After School Club opened in 1997 and now operates from within the building of Edenbridge County Primary School in Edenbridge, Kent. A maximum of 85 children may attend the after school club and 130 children may attend the playscheme at any one time. The after school club is open each weekday from 3.15pm to 5.30pm and the holiday playscheme is open from 8.30am to 5.30pm during school holidays. All children share access to enclosed outdoor playgrounds, an outdoor classroom, playing fields and the school's information and communication technology suite, art room and Key Stage 1 area.

There are currently 24 children aged from five to 11 years on roll. The provision is registered on both the compulsory and voluntary parts of the Childcare Register. Older children attending the provision share the same facilities as those in the early years age, with the exception of the toilets. On the day of inspection, no children in the early years age range were present. The provision currently supports a number of children with special educational needs and/or disabilities. The club employs five staff; four of these hold appropriate early years/play work qualifications and one member of staff has gained the Higher Level Teaching Assistant award since the previous inspection. Two of the staff also work in the school as teaching assistants.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The provision is satisfactory in meeting the needs of the Early Years Foundation Stage children who attend. The knowledge and understanding of the staff in this area is growing and the manager is aware that it needs to be developed further. The qualifications, commitment of staff and strong relationships with other partners provide a stable basis on which to achieve and effect continuous improvement.

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

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

- ensure that planning and observations more robustly reflect children's progress in all areas of their learning
- develop a robust system showing how staff are deployed and which activities are undertaken to develop children's learning.

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

Leaders, managers and staff are committed and motivated to seek further improvement. They make every attempt to provide a welcoming environment and

work well together and with partner agencies such as the school, parents and social services. The key person system is in operation.

Issues from the previous inspection have been addressed. The attendance register is now sufficiently detailed and the member of staff training for a qualification at the last inspection now has Higher Level Teaching Assistant status. Policies and procedures are in place. Policies are dated and children's contact records meet all requirements. All staff are trained first aiders and have a wide range of relevant qualifications particularly for working with children with special educational needs and/or disabilities and Criminal Records Bureau checks have been made. Logs and assessments demonstrate that staff are aware of and able to minimise risks to children and are aware of issues relating to equality and diversity. Two of the staff also work in the school and this facilitates easy exchange of information about children to useful effect.

The manager and staff have identified areas of strength and for development through the self-evaluation form. The self-evaluation identifies partnerships, health, safety and enjoyment as strengths. Areas of development relate to developing early years practice, in particular to more closely monitoring the progress and quality of learning of children and organising records and observations with clearer reference to the five Every Child Matters Outcomes. To this end, staff have been working with a local authority Early Years Foundation Stage consultant (since May). This is supporting the scheme in being more able to self-evaluate their work and outcomes for children.

Resourcing provides ample space indoor and outdoor, areas with natural light and quiet areas. Resources are stored, labelled and accessible for children. Many aspects of the physical space such as the outdoors, information and communication technology suite and art room belong to the school and are used by the scheme. The scheme recognises the need to ensure that a policy outlining safety aspects of children using the internet is reviewed and understood by staff. Relationships and communication with parents and carers and the school has had significant impact on the children. Although parents and carers' views are sought on the appropriateness and preference for some activities, the self-evaluation highlights the need to undertake questionnaires to elicit users' views and incorporate these into planning for children's learning more widely. One parent has emailed the staff to thank them for the care and enjoyment their child receives.

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

Judgements have been arrived at through discussion with playscheme staff, observations of discussions about children, resource provision and scrutiny of documentary evidence. The overall quality and standards of early years provision is satisfactory. Staff have a satisfactory understanding of the requirements of the Early Years Foundation Stage practice and are committed to children learning through play. Photographs and records of children suggest that they enjoy their time at the club and the club provides some evidence of appropriate and fun activities. The children's profiles are limited in showing progress over time but

consistent in content. They record children's comments about their own learning as well as annotations of the context and areas of learning in which children are engaged. Staff provide a warm welcome and make every attempt to ensure that children's needs and interests are met including accessibility and activities for those who have special educational needs and/or disabilities. For example, comfort zones and refreshments are provided, consideration is given to using spaces with natural light and, in consultation with children and parents, a DVD film night with popcorn was organised followed by other themed nights. During the holiday scheme, visitors such as a warden from the Beaver Zoological Gardens and Reptile Rescue are invited in and trips out are organised. This has ensured that numbers of children attending remains stable after the move from the purpose built premises.

A strength of the provision is the relationship with the school that enables children to access the information and communication technology suite, art room, Key Stage 1 area and considerable outdoor space which includes playing fields, playgrounds, climbing and play equipment and markings an outdoor classroom and plant and vegetable growing areas. Thus, providing a wide range of opportunities for children to learn about being healthy and staying safe and developing skills for the future. Though some timetables demonstrate the range of activities on offer, it is not clear how adults are recording and planning for learning in these areas.

The parents' notice board and management committee minutes demonstrate the good relationships between the provision, parents and school, and the demonstration and promotion of health and safety. The playscheme works effectively with parents and organisations to address the particular needs of individual children.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	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	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- review the policy for allowing children access to the internet (Arrangements for safeguarding children) 09/07/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register (Arrangements for safeguarding children) 09/07/2010