

# Hanslope 326 Club

Inspection report for early years provision

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**Unique reference number**

141797

**Inspection date**

27/09/2010

**Inspector**

Jon Carter

**Setting address**

Hanslope County Combined School, Long Street, Hanslope,  
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**Telephone number**

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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 Hanslope 326 Club opened in 1997. It is based in one of the halls and has access to other rooms in Hanslope Primary School. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The club opens five days a week for 50 weeks of the year. Sessions are from 3pm until 6pm term time only and from 8am until 6pm during the school holidays.

Children attend for a variety of sessions. The club supports children with special educational needs. There are currently 102 children on roll from four to 11 years old. Three part-time and three full-time staff work with the children. The play leader has a level 3 early years qualification. The club receives support from a mentor from the Early Years Development and Childcare Partnership.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are well cared for and enjoy being at Hanslope 326 Club, where they spend time with their friends and peers after school. Their learning and development is good because staff have used their recently acquired knowledge well to personalise the engaging range of activities to better meet the learning needs of children in the Early Years Foundation Stage, whatever their background. There are good and developing partnerships with the local authority and the early years professionals in the school in which the club is based, as well as parents and carers. However, systems for self-evaluation are not yet sufficiently well established, although the focus on improving provision ensures that there is 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:

- improve further the early years provision by developing a more rigorous self-evaluation procedure so that the development plan for the setting is clearly prioritised.

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

The provider ensures that appropriate checks are carried out to verify that all staff are suitable to work with children. Procedures and training for safeguarding children and health and safety are well established, meet statutory requirements and are rigorously followed. Clear systems are followed by children and their parents and carers when registering their arrival and being collected to go home.

Staff are well deployed to ensure that good supervision is maintained even where children are involved in activities in different parts of the building. Resources are in good condition and space is well used to maximize the range of different play opportunities available to children which leads to good engagement and development.

Recent changes in management of the setting have led to improvements in provision through more effective partnerships with the early years staff at the school where the club is based. As a result, the understanding that staff have about the Early Years Foundation Stage Framework has improved and regular liaison with the school helps to promote continuity in provision for the children. While the manager and his staff share a common understanding of where the settings strengths and weaknesses lie, formal self-evaluation is under-developed. There are good links with a local authority mentor which is helping to focus the drive to continue to improve the provision which is clearly shared by all staff.

Adults understand the children's backgrounds well and help develop the children's understanding of the society they live in through the provision of role play equipment, cooking activities and the celebration of festivals. There is no discrimination or racism.

Staff have good relationships with parents and carers and increasingly use the regular dialogue they have with them to support evaluations of children's development.

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

Planning takes good account of the way children attend the setting and ensures that there is equality of access to the range of activities the club offers through the week. Observational assessments are used to personalise the club's programme and help to build on children's skills, knowledge and understanding so that their developmental progress is good. Recording systems are effective and club staff use these as a basis for discussion with the school's teaching staff as well as parents and carers.

The activities provided by the club are appropriate for the children who attend and the resources and equipment are in good condition and well maintained. While the broad plans bring an adult-led structure to the sessions, children are encouraged to depart from this and initiate their own activities which they are allowed to do without unnecessary interruption for example, while dressing up or building dens. Staff are always close by to offer support and encouragement and this helps to guide learning and exploration positively. Activities take place both in the building and outside and children are enthusiastic to be out of doors even when the weather is not especially inviting. Although the outdoor area is not available continuously because of the relative location of the halls and playground, staff ensure that regular use is planned in each session.

The setting follows its written safety systems rigorously and maintains appropriate

records of the checks and measures it has in place to ensure that children's health is well looked after. A balanced approach is taken to healthy eating and children demonstrate a good understanding of how to be healthy and keep safe. All staff hold appropriate first aid qualifications and systems for reporting incidents and accidents meet requirements. Staff have also received additional training in general health and safety as well as food safety.

Children enjoy the opportunities to help, such as being the snack-time helper. They play well together and are helped to resolve any minor differences between them through sensitive intervention by staff. These very positive relationships that exist between staff and children, shown in the children's good behaviour and attitudes, enable them to feel safe and enjoy their time at the club. The interaction between the age groups means that they are developing skills for their future lives.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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