

Abacus Afterschool Club (Langtons)

Inspection report for early years provision

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Inspector	John Viner
Setting address	Langtons Junior & Infant School, Westland Avenue, HORNCHURCH, Essex, RM11 3SD
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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

Abacus After School Club is an out of school provision run by two private individuals. It opened in 2010 and operates from the dining hall and large outside play area of Langtons Infant and Junior School in Hornchurch in the London borough of Havering. A maximum of 26 children under the age of eight years may attend the provision at any one time. There are currently two children in the early years age range. Abacus After School Club also provides care for children aged from eight to 11 years. The provision is open each weekday from 3.10pm to 6.00pm during term time only. All children share access to a secure enclosed outdoor play area. All children attending are pupils of Langtons Junior and Infant Schools. The setting employs three members of staff, two of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Abacus After School Club is outstanding in meeting the needs of all children. Staff know the children well and so plan very effectively and inclusively for their learning and development. The family atmosphere leads to excellent relationships between children of all ages. This combines with the provision of very well-planned activities that promote both enjoyment and learning. The strong and purposeful leadership of the two providers and the setting manager ensures that the club is run safely, smoothly and efficiently. Experienced, knowledgeable staff and the leaders' secure understanding of how to improve further means that the setting has outstanding capacity to improve.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further opportunities for children to develop their large motor skills.

The effectiveness of leadership and management of the early years provision

The leadership team, comprised of the manager and the two providers, gives clear direction to the setting. Although it opened only recently, the robust systems and procedures are well established and help to make this a place where children feel safe, valued and special. The detailed and rigorous recruitment and selection procedures ensure that high quality staff are appointed and outstanding care is taken to ensure that children are kept secure and safe from harm. Staff meet regularly to plan. This planning is exceptional and results in a wide range of learning activities being available. Regular discussions with parents, carers and the

school help adults to plan to meet the needs of individuals. All children are observed so that their progress can be recorded. Each child has a 'journey folder' so that they and their parents can see how they are developing. This gives purpose and direction to their after-school activities. Children and parents have access to these folders and can add their contributions. Staff listen to children and take their views seriously.

Older children are given very good opportunities to take responsibility and demonstrate high levels of care for the younger children. Staff ensure that all activities are available to all children and they actively promote positive attitudes. This shows in the respectful way children talk to each other and adults. The setting is outstanding in the way it engages with parents, through face-to-face conversations, a regular newsletter, surveys that sample parents' views and a suggestion box. Parents and carers value this. They say that they are pleased because they know that their children are safe and well cared-for while they are able to return to work. The strong and effective partnership with both feeder schools enriches children's experience by ensuring that the care that is available is informed and personal. It also enables children to have access to good, secure outside provision, although a lack of large, ride-on apparatus limits opportunities for their physical development.

Particularly effective is the way the setting staff take a parental role in collecting children from school clubs so that they can attend them before coming to the after school provision. Although self-evaluation systems are being newly developed, the leaders have carried out a thorough analysis of the setting's strengths and have a clear picture of what to further improve. The leaders' experience and expertise means that they know what makes effective practice and are wholly committed to further development. The purposeful and evaluative leadership gives the setting outstanding capacity to improve.

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

Staff make sure that each day there is a wide range of interesting and engaging activities available for children to choose. The activities cover each of the areas of learning and very good planning means that skills are developed in a planned way. The adults plan additional, exciting activities such as a growing plants project, soap making and a card-making competition to be judged by the head of the primary school. Learning activities are planned to ensure that there is always something exciting to engage children's interests. Although this is after-school provision and not a school, there is a high focus on children's learning and development. A great strength of the setting is the excellent relationship between adults and children of all ages. This leads to a family atmosphere, which is supportive and comforting so that, when children arrive from a busy day at school, they settle quickly and are ready to play and learn. They evidently enjoy their learning. One parent remarked that her child, who had only recently joined the club, loved it and, when a child was asked what he did not like about the club, he said 'going home!'

Because they enjoy their learning children sustain the progress they make in

school, while the highly effective links with the school and home help the setting to report back on how individual children are developing. Although there are children from the whole primary age range in the setting, such is the quality of their relationships and behaviour that all children feel safe and secure. They play well together, which supports their social development and, because they are encouraged to be independent and cooperative, children demonstrate curiosity about the world around them and are pleased to discover new things. An example is the excitement seen in a young child being taught ball skills by an older child. The setting provides a substantial and frequently hot evening snack, which, for safety reasons, is served to children but they also have an independent choice of fruit and other healthy snacks. Children demonstrate an awareness of healthy living; they wash their hands independently before eating and they know about the importance of running around to keep fit. Older children are very good role models for the younger children and some are given special helping responsibilities so that all children learn how to cooperate successfully in a spirit of friendship. This means that by the time they leave the setting, children are very well prepared for the next stage in their development.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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