

# Abacus After School Club

Inspection report for early years provision

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**Unique reference number**

EY410622

**Inspection date**

14/10/2010

**Inspector**

Amanda Allen

**Setting address**

Suttons Primary School, Suttons Lane, HORNCHURCH,  
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**Telephone number**

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**Email**

**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 out of school club (Suttons Primary School) is one of six out of school care provisions run by Abacus, which is a private partnership organisation. It opened in 2010 and operates within Suttons Primary School. In the residential area of Hornchurch, in the London Borough of Havering. A maximum of 26 children in the early years age group may attend the out of school club at any one time. There are currently 21 children on roll and of these 3 are in the early years age range.

The after school club is open each weekday from 3pm to 6pm during term time only. All children share access to the secure enclosed playground. The children who attend the after school club are pupils of Suttons Primary School. The after school club employs four staff. All of the staff, including the joint owners, hold appropriate childcare qualifications. The club work closely with the Local Authority and have achieved their Quality Assurance Kitemark.

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

Overall the quality of the provision is outstanding.

Children thrive in the environment as they are cared for by attentive, experienced staff. A strong management team and extremely well established systems for communicating with parents and carers underpin excellent continuity of care for all children. The children are extremely safe and secure at all times at the After School Club and they enjoy learning about their local area and the world around them. Inclusive practice is paramount to the setting and staff respond flexibly to the needs of each child and their family. Children are making excellent progress, given their age, ability and their starting points. Regular consultation with the parents, children and the school, ensures that any priorities for future development are identified and acted upon. This results in a service that is responsive to the needs of all its users. Partnerships with outside agencies is a key strength which ensures children's needs are fully met.

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

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

- continue to develop the self evaluation process continuing to identify ways to improve outcomes for children

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

Safeguarding children is paramount to the management and staff at Abacus. Children are kept safe and secure due to the vigilance of the staff and the robust risk assessments in place. All staff have a thorough knowledge and understanding of child protection issues and the steps to follow if they have any concerns. A comprehensive fire evacuation plan is in place for all areas of the school and all staff have a fully enhanced Criminal Record Bureau checks which are updated every three years and the reference numbers kept on file in the club base room. Training on safeguarding is continually renewed for all staff.

Extremely comprehensive policies and procedures demonstrate the setting's sensitive and mature attitude both to protecting children and helping them understand how to keep themselves safe. The management team consistently seek parent's views and permissions concerning a range of safeguarding issues, ensuring that their policies meet not only legal requirements but reflect the needs and wishes of parents. As a result parents and carers fully understand the steps that the setting will take to protect their children. An inclusive environment is promoted in which all children feel valued and included. Staff have an exceptional knowledge and understanding of how to meet children's needs and there is a wide range of attractive resources that are easily accessible, including a significant range which reflect diversity. The staff liaise closely with parents and the school, from the start through clear settling procedures and by asking them to provide information about the children's, likes, dislikes and interests. A notice board and information table are in place and are used to display useful information, such as staff qualifications, healthy eating ideas, plans, menus and policies and procedures.

Parents and children are constantly consulted for new ideas and suggestions.. They receive questionnaires regarding the service provided, and they are asked in what ways the club can be improved. This feedback is efficiently used to improve what is provided for the children. As a result, children benefit greatly from the relationship built between the parents and the staff. Partnerships with both parents and other agencies are extremely strong and a key strength of the provision. These steps contribute to great continuity of care for all children. All children are well supported to be able to join in all the activities. Plenty of pictorial images, warm staff and activities that are adapted for all individuals, encouraging all children to have a voice and give them access to take part in all activities on offer so that everyone is valued and included. Ongoing suitability of staff is monitored through an effective appraisal system which identifies individual training and development needs. The result is a staff team who effectively support and include all children.

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

Children are extremely well supported by staff, who are very skilled at encouraging them to extend their experiences and engage them well during their play. Children are free to choose from a wide range of resources which are provided and independently access what is on offer. Children confidently request specific resources that they wish to play with. Activities engage children's interests and offer them important social recreation time after the school day. Children thoroughly enjoy their time at this setting and are very happy and settled.

Children are provided with lots of opportunities to help them make excellent progress across all areas of learning and development. Children's views are always taken into account in planning by giving children choices. Planning is flexible and adapted in line with children's ideas or if anything significant has happened to them for example a house move, school play or a new baby in the family. This enables children to feel valued when their views and interests are implemented. Regular meetings take place to discuss themes and all staff are given the opportunity to input suggestions for activities and what resources and equipment they will need.

The setting has some fabulous resources to reflect diversity and they use these to help children learn to value diversity in others, unlearn discriminatory attitudes, and grow up making a positive contribution to society. Children are encouraged to understand and develop positive relationships with others who are different from themselves. They learn respect for diversity, acceptance of difference and about fairness, tolerance and respect for others. Staff are vigilant to ensure that every child is included and not disadvantaged. Children learn about different cultures as they enjoy celebrating different festivals, dressing up and reading a variety of books from around the world. There is a strong emphasis on ensuring that practice is inclusive for all families.

Observations are detailed and have the next steps clearly outlined for them to successfully progress the children further with their development. Each child has a special folder which they place special pictures or pieces of work into. Children in the early years foundation stage also have developmental learning journals which measures their progress whilst at Abacus. Staff are comfortable working with the strong systems in place to use observations to plan for individual children's next steps in their learning. Observations are focused and evaluative and the next steps clearly have a positive impact on children's learning. A broad spectrum of evidence is used to assess the progress of each child, for example, written observations, photographic evidence as well as the children's art work. These assessments are linked to the six areas of learning; consequently, the staff are able to see what areas need to be worked on with the children. All activities that the children participate in are tailored for their specific age range and their abilities. As a result, children are making excellent progress in all areas of learning. During activities the staff support the children exceptionally well. As a result the children are very keen to take part in the activities, such as playing table football, painting germ collage, reading, dancing and singing, computer games, playing musical instruments,

dressing up, playing board games, kitchen, role play and arts and crafts.

Staff are very skilled in their questioning techniques so that they consistently challenge children's thinking and allow them to express their own ideas and thoughts. This extends their learning and encourages their problem solving skills, for example when playing chess staff ask questions about the game, rules and tactics. Children have daily access to physical activities, through meaningful games, where the children learn about turn taking and working together, such as musical and action games, as well as the more physical activities such as riding bikes and playing football.

Children have a very good understanding of healthy eating as they are encouraged to discuss the healthy foods on offer to them at meal times. An excellent variety of meals are provided, such as soup, crackers, cheese, spaghetti or beans on toast. Drinking water and squash is available at all times. Children are exceptionally well behaved. Children have a strong input into the division of the club rules and understand the boundaries which is reflective in practice. Children have access to an environment that is very well organised and provides an enjoyable experience for all 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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