

Wroughton After School Club

Inspection report for early years provision

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Inspector

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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

Wroughton After School Club opened in 2002. It operates from the hall in Wroughton Infants School, in Wroughton, Wiltshire. It has use of the school's outdoor play space. The club serves children who attend the school and others within Wroughton. The club is privately owned, being one of three facilities belonging to the proprietor. The club is registered to provide for a maximum of 32 children aged from four to under eight years of age, at any one time. There are currently 53 on roll, with seven children in the early years age group attending. Sessions run from 2.45pm until 6pm on week days during term time. Access to the front door is via steps, however, there is level access through the side door. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register for children aged from five to eight years, with 46 attending currently. The club has seven part-time staff of whom five hold appropriate early years qualifications to at least level 3, including the manager.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in this club enjoy a positive experience of the Early Years Foundation Stage, which complements their school day effectively. Their social and emotional development is supported effectively. They make good progress overall, with their welfare needs met well. A close relationship with parents helps staff meet children's individual needs. The club promotes inclusion well, helped by the use of a successful 'buddy' system that supports all children in settling in and making new friends. Staff reflect on their practice regularly and act on the advice of outside professionals to accurately identify most areas for development, so are well-placed to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure all staff understand the purpose of adult-led activities, in order to further support children in developing and practising different skills during their play
- further support children in gaining skills for their future lives by improving the way in which staff model writing to children.

The effectiveness of leadership and management of the early years provision

Senior management and all staff follow the club's stipulated procedures to provide a safe environment for the children. There are robust systems for the appointment

of staff, who are cleared as being suitable to work with children. Clear job descriptions help staff understand their roles and responsibilities. They are generally deployed well, knowing who collects children from school and the correct procedures to follow to maintain children's safety as they do so. Staff keep their safeguarding children knowledge updated. A rolling programme of first aid training ensures that there are always staff members present with a relevant qualification. Children use bright, welcoming premises that have been upgraded recently and in which good hygiene is maintained. This all contributes to children being safeguarded well.

All staff are involved in the evaluation of the club's provision, which is mostly accurate. Together with support from local authority staff, they reflect on their practice guided by using the Swindon review system. This helps senior managers form their vision for the club's future, deciding new plans, such as further improvement of the outdoor facilities. They have already had improved resources for outdoor play added, so enhancing children's experiences. Good emphasis is placed on staff gaining higher qualifications, and many are starting on the new diploma course through encouragement from senior staff, whose positive and upbeat approach provides a good lead for both the staff and children.

The staff work well as a team, working efficiently to set up a suitable club environment from scratch each session. They make good use of the spacious hall, providing different areas to match children's needs, such as 'dens' and rest areas, suitable sized furniture and play mats for physical exercise. The club is well equipped. Resources are used well to promote children's progress. Staff make sure that all children have equal access to resources of their choice and suited to their needs; equality and diversity are supported well. Staff seek the children's views on what new resources they would like, through the club council, and accommodate these. Parents' views on the club are also canvassed regularly and help drive improvement. Parents are welcomed into the club and useful two-way communications help staff provide well for children's needs. Parents speak warmly of the club's provision and the lengths staff go to in helping their children settle in when new to the club, particularly liking the 'buddy' system. A good partnership with the school helps provide consistency of care. Discussions with school staff contribute well to children experiencing a good range of activities.

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

Children clearly enjoy their time in this club. Most enter confidently, knowing the routines and quickly settling to their choice of activity. Others, who are new to the club, receive caring support from attentive staff and are helped to settle with the aid of a 'buddy' from the older children. Children trust staff to provide them with refreshments and find other resources if needed. This helps them feel secure and confident in the playroom, so that they play happily. Staff provide an interesting range of activities and children enjoy choosing whether to play outside in the secure school playground or to remain indoors in the spacious hall. This means they can rest and relax quietly on comfy cushions after the busy school day, or be

energetic and 'let off steam' as they wish.

Staff have a secure understanding of the Early Years Foundation Stage and how to implement it effectively in an after school club to meet children's needs well. Most activities are child-led based on exploratory play but some are planned as adult-led too, although staff are not always clear as to what skills children may learn or practise if choosing to participate in these. Nevertheless, overall, staff interact well with children, supporting their play through questioning and suggestions to take learning forward. For example, some children become engrossed in trying to set up a new toy garage, problem solving how to do so through trial and error. A member of staff suggests they look at the box lid and diagrammatic instructions in order to finish it. She extends their play by asking 'Will you put the cars inside or outside', for example, so providing useful vocabulary. This all helps children gain useful skills for their future lives; however, staff do not take a consistent approach to modelling letter formation to children, to help those who want to use their early writing skills. Children play together well. They know that they can mix resources and eventually decide put a toy 'tent' over the entire garage construction, continuing their play inside for a sustained period.

Children understand how to behave in the club because they enjoy their activities and staff make clear their expectations. Children listen to instructions from staff and respond appropriately; for example, they join in with singing 'Happy birthday'; participate in group times if they wish and know that they eat their snack sitting at a table. This all contributes to children behaving very well.

Children develop their understanding of healthy living well. They enjoy physical exercise both indoors and outside, trying new skills from watching older friends. They wash their hands before snack time without reminding and help make their own snacks. They spread their own toast, for example, although the choices of spread tend to be more sweet than savoury. Children learn how to behave in ways that are safe for themselves and others, learning that they must walk in the hall when wearing socks and knowing that they cross the lane from the new school site to the hall, only on instruction from staff.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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

Outcomes for children in the Early Years Foundation Stage	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	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: Met

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