

Wellington After School Care

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

Wellington After School Care is managed by a voluntary management committee, made up of parents of children who are attending or have attended the school. It opened in 1993 and operates from the library and main hall within Wellington Primary School, in the London borough of Hounslow.

A maximum of 30 children may attend the breakfast club and after school at any one time. The clubs run each weekday during term time. The breakfast club is open from 08.00am to 09.00am, and the after school club is open from 3.20pm to 5.30pm. Places are available for children attending Wellington Primary School only. Children have access to the school playground for outdoor play. There are currently 11 children aged from four years to under eight years on roll. Places are available for children up to 11 years of age. Not all children attend everyday.

The nursery employs two staff, both of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The after school club provides sound opportunities for the welfare and development of children. Adults build good, trusting relationships with children. This helps them to feel safe and happy and so enjoy the activities provided for them. Children of all ages play well together and this good social development is a strength of the setting. Leaders do not meet formally to evaluate the setting's effectiveness. Consequently areas for improvement are not clearly identified and planning is not necessarily progressively developmental. Nevertheless, they plan interesting activities for both older and younger children, although they do not build enough on what children are learning in school. Parents and carers value the provision very highly and say that their children thrive there.

What steps need to be taken to improve provision further?

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

- ensure that the self-evaluation of the setting's effectiveness is regularly reviewed so that improvements and developments take place in a planned way
- ensure that activities complement the experiences that children receive in their reception class so that there is a coherence of learning and development across the different settings.

The effectiveness of leadership and management of the early years provision

The after school club has a clear safeguarding policy to refer to and staff have completed training in child protection to ensure that any concerns about a child's welfare are handled appropriately. The safety and security of children is paramount and there are good systems to keep them safe from harm and to ensure that adults are suitable to work with children. Children say that they feel safe and that they love coming to the club because they get to do lots of interesting things. The leaders are united in their commitment to provide a place where children can enjoy themselves at the end of a busy day in school. Great care is taken to ensure that children's emotional and welfare needs are met so that they quickly settle, relax and are ready to share activities together. This is a very inclusive and diverse setting where children play happily together and where older children look after the younger members of the club. Leaders know the children well, they recognise diversity and ensure that activities help children to learn from different cultures.

Adults regularly liaise with school staff to ensure that their welfare and development needs are met. However, although the staff carry out and record observations of children, there is little link between the after school activities planned for them and their school-based learning. Consequently observations do not inform planning as well as they might.

Leaders know the setting well and have a good idea of its strengths and weaknesses. They talk informally about developments but, because there is not a formal system of self-evaluation, improvements are not necessarily planned for and implemented in practice. The after school club provides its own resources, separate from the school. These are plentiful, in good order and enable a good range of games and activities to be available. There is a good relationship with parents and carers. They say that they 'cannot find words to express their gratitude to the leaders' and that, if it was not for this club, they would not have been able to go back to work.

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

Adults support children well so that they make secure progress in their learning and development. In particular they extend their personal, social and emotional development through the range of activities and games that are provided for them. Leaders ensure that there are opportunities to develop small motor skills, for example in making a Christmas collage, and games such as football, which enable large motor development. When children arrive at the setting after a busy day at school they quickly settle to a quiet activity. Leaders play a warm up game that helps to reinforce number or language and communication skills. This helps children to make the transition from school to the more relaxed after school club. There is good provision of a variety of healthy food for children to choose for a snack. At the last inspection leaders were asked to provide opportunities for children to develop independence through selecting their own food and making

their own snack. This now happens and children enjoy the freedom this gives them. They understand what constitutes healthy food and that they have to wash their hands before snack time. They also know that running around helps them to keep fit and many choose to engage in physical activities.

Behaviour is very good; children from all cultural backgrounds play safely and happily together and the older children make sure that younger children are supported and encouraged. The good cooperation between children of all ages and the supportive relationships they enjoy with the adults help the after school club to run smoothly. Children quickly take responsibility for their behaviour and the older children are good role models for the younger children in their behaviour, in their positive attitudes to learning and in their curiosity about the world around them. Children may choose to join an adult-led activity, a physical game or to sit quietly and play a cooperative game or read a book. There is a purposeful yet relaxed atmosphere in which adults provide good support by talking to children and supporting their learning by asking questions and promoting thinking. Leaders record the learning of children in the Early Years Foundation Stage but they do not find out from the school what targets the children have been set. Therefore activities do not necessarily balance those in the school setting.

Parents of children in the Early Years Foundation Stage say that the setting gives their children a sense of security and helps them to be ready for learning as they move up the school. When their children are ready to leave the primary school parents reflect that the after school club gave them a secure foundation.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	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

Outcomes for children in the Early Years Foundation Stage	2
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	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