

Annabelle's After School

Inspection report for early years provision

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Inspection date	10/02/2011
Inspector	Rosemary Davies

Setting address	Lechlade Road, Faringdon, Oxfordshire, SN7 8AH
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Telephone number	01367 240655
Email	annabelle@e-satff.co.uk
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

Annabelle's After School opened in 2002 and is privately owned. The club operates from Faringdon Infants School, Faringdon, Oxfordshire. Children use the main school hall or a terrapin building if the main hall is unavailable. The club serves families whose children attend Faringdon infant and junior schools. The club is registered on the Early Years Register to take no more than 24 children aged from four years to under eight years, at any one time. The club is also registered on both the compulsory and voluntary parts of the Childcare Register to take older children. There are currently 57 children from four years to 11 years on roll, with four in the early years age range. The club opens five days a week during school term times. Sessions are from 7.45am to 8.45am and from 3pm to 6pm. Children attend for a variety of sessions. Four staff work with the children regularly, three of whom have appropriate early years qualifications with one staff member working towards a relevant degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Excellent relationships underpin children's exceptionally strong feelings of security when in this club. Staff make children's safety their first priority. Children are generally independent and progress well overall. They enjoy interesting activities and in most areas a wide range of resources and activities that complement the school day. Staff have addressed recommendations raised at the previous inspection successfully. They identify areas for development so improving outcomes for children. As a consequence, they demonstrate a good capacity 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:

- improve children's understanding of the world around them by increasing further the range of resources that reflect diversity
- improve the programme to support children's ability to make a positive contribution by providing more opportunities for children to take on small responsibilities and increase their independence.

The effectiveness of leadership and management of the early years provision

The owner has extremely robust systems in place to appoint staff that are suitable to work with children. These include undertaking Criminal Record Bureau checks, checking staff qualifications and taking up both professional and character references. Induction systems are effective. Staff demonstrate a thorough

understanding of their roles and responsibilities in safeguarding children and they update their safeguarding training. They follow stipulated procedures meticulously, for example, in checking daily that environments are suitable and safe for children's use. Required policies and records are in place and kept methodically, for example, a record of risk assessment. Children demonstrate an excellent awareness of safety issues.

The owner has an understanding of the aims for the future of the club and generally, staff understand these. They are encouraged and supported well in gaining additional qualifications, which they are keen to do. All attend regular staff meetings to review the club's provision and set new targets to improve outcomes for children. For example, they meet individual children's nutritional needs better by offering a healthy snack on arrival from school in addition to the main food provision later in the session. They evaluate the quality of their provision accurately overall, and follow the advice of outside professionals. Staff recognise that whilst there are some resources to reflect diversity, this could be improved to support children's learning further about the wider world. Overall, however, resources are used well to support children's enjoyment and progress. The hall space is planned to provide a good range of interesting activities, with noisy and quieter areas to meet children's needs. Staff are deployed well. The key person system works extremely effectively to help children settle in, so they clearly feel extremely happy at being in the club. Staff treat boys and girls equally. They provide outdoor clothes if needed, so all have the opportunity to play outside.

Staff establish warm relationships with parents, who are happy with what the club offers their children. Parents receive useful information about the club. Daily two-way communications are effective. Staff seek the views of both parents and children on how the club might be improved. Children draw up a 'wish list' of resources they would like to have. Partnerships with the school community are well established and promote children's care and development very well. The club staff pay heed to messages from school staff about how the children have been during the day. They are informed when children have eaten little at lunchtime, so may be hungry by the time school finishes. Club staff are careful to pass on any necessary information to parents, for example, accident record-slips. This helps everyone take a consistent approach and to meet the children's individual needs well.

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

Children enter the club confidently looking to see what is on offer for the session. They greet staff with evident delight, and as older children arrive, some look for friends and siblings. Relationships across the club are friendly. Staff are good role models. They know all children well, calling them by name and being familiar with their backgrounds. They make clear their expectations for children's behaviour. Children respond well. They treat staff with respect and children's overall behaviour is very good. Although there are many older children present, this does not affect the quality of the care the younger children receive, owing to the extremely effective key person system.

Staff work as a close-knit and well-organised team setting up a wide selection of enticing activities prior to children's arrival. They make full use of the spacious hall, making it look welcoming. Children move around confidently making their own decisions about what to do. Those who are hungry choose to have something to eat immediately, choosing from a good selection of healthy and nutritious snack items. Sometimes children help prepare snacks, but staff do not always encourage children to take on small responsibilities to enhance their independence further.

Children rest quietly, browsing through books or choose a video to watch. Staff carefully monitor the choice of video and computer games, so that these are suitable for the age group. Staff provide activities that cover all areas of learning but are careful to complement the school day rather than try to replicate it. This means children can consolidate their learning in a fun way, doing things they want to do. For example, children draw and colour eagerly, and staff gently remind them to put their names on their creations.

Children make strides in learning about healthy lifestyles. Staff encourage them to have fresh air and exercise, whatever the weather. Children consider the weather and decide what sort of clothing is required for outside. Children know they wait until everyone is ready before going outside. They know that some equipment is dangerous to use when wet and are happy to run around jumping in puddles instead. During better weather, children access the school's 'adventure' area. Here they test their physical skills extremely well on challenging equipment in a safe environment. This contributes to children developing their understanding of how to behave in safe ways exceptionally well. Additionally, indoors, children know if they remove their shoes in the hall, they must not run. As well as planning safe environments, staff take spontaneous chances to promote ideas of safety. Children start a discussion about 'Goldilocks and the three bears' and staff seize the opportunity to talk about whether it is sensible to go into unfamiliar houses without a known grown-up.

Children thoroughly enjoy chatting with their friends and staff about the school day. This helps them develop useful speaking and listening skills for their future lives. They take turns with equipment, such as information and communication technology and their skills in this area are developing well. The club has a busy hum of purposeful activity.

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	1
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	1
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

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