

Godinton After School Club

Inspection report for early years provision

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Inspector

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Setting address

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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

Godinton After School Club has been registered since February 2007. It is managed by a committee. The after school club operates from a mobile classroom in the grounds of Godinton Primary School in Ashford. There is access to a secure enclosed outdoor play area. There is disabled access to the setting. A maximum of 24 children may attend the group at any one time. It is open Monday to Friday from 3.15pm to 5.45pm during term and in some holidays from 8.30am to 5.30pm. Children attend for a variety of sessions. The club serves the school and surrounding area. There are currently 35 children on roll aged from four to 11 years; four children are within the early years age range. The group supports children with learning difficulties and those for whom English is an additional language. The club employs four permanent staff and has a bank of workers for extra cover. Two staff hold childcare or play work qualifications to level 3, one qualified to level 2 play work and the fourth is undertaking a qualification. The group are members of 4Children. They receive support from the local authority, Kent Play Clubs and teaching staff at the school, and link with other early years providers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at the club, they are safe, happy and have a great relationship with the adults. Adults have a good understanding of the needs of children in the Early Years Foundation Stage and help them to make good progress. Staff are rigorous in their safety checks. It is an inclusive club where adults respect children and help them develop into mature young people. The manager is constantly looking for ways to improve what she offers children and their parents and as a result there is good capacity to maintain improvement.

What steps need to be taken to improve provision further?

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

- further develop children's understanding of how to keep themselves safe and free from harm, for example by involving them in the daily safety checks of the premises
- promote opportunities for children to develop their independence, particularly in relation to the preparation of snacks.

The effectiveness of leadership and management of the early years provision

There are good measures in place for the care and safety of all children. Policies and procedures have been read by all staff, they are available for parents and carers and visitors. Safeguarding procedures are a priority, including those that

ensure all staff are suitable to work with children. The risk assessments are thoroughly carried out before the children arrive. This promotes children's safety, although limits opportunities for children to discuss safety issues improving their knowledge and understanding of creating a safe environment. The manager is vigilant throughout the session checking the safety and care of the club.

The manager knows the strengths and areas to improve. She involves the children and parents in this by collecting their views and opinions. Recommendations from the last report have been completed. The manager has a risk assessment for the kitchen area and barriers in place until a permanent arrangement has been completed. The manager is in regular contact with the committee and she appreciates the support she receives from them. The setting also receives welcome support from the school, the local authority, and parents to ensure the children's needs and interests are being met.

Training and development is important to the staff and this is provided through regular training with the Kent play clubs group and other sources. The manager is fully aware of the values and principles of play work. Daily planning of the activities outlines the types of play children will experience and their personal and social development. Consequently, children's play promotes a diverse and inclusive environment that supports children's rights. Staff manage children well and build up warm and trusting relationships with them. They are consistent in the ways in which they help children to make the right choices so children understand the need for boundaries. Staff are pleased with the feedback they get from the parents about the conduct of the club.

The partnership with parents and carers is good. Parents and carers are fully informed about their child's interests, through the record that staff share with them. They appreciate the care and support their children receive. The club has a system of rewards, which are built up over a period of time to win a prize. Stars are gained across a wide range of achievements and this encourages children to contribute to the smooth running of the club. Staff encourage children to respect the accommodation and their work, which is proudly displayed. There are many notices up in the club which children read, although some of these notices written by the adults have uncorrected spelling mistakes, which is not a good model for the children. There are also a few unchecked inaccuracies in the information about the club. Parents appreciate all the hard work that the staff do to ensure their children are happy and enjoy themselves until they can be collected.

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

All children have a happy time at the club. Activities are planned to meet their needs and interests and to develop and value their play. Children's ideas are carefully listened to and acted upon by staff. Children put their suggestions forward verbally and by completing a questionnaire. Younger children are supported by older children and adults in this activity. There is a supportive family feel and consequently, children look forward to their club days.

Children cannot wait to get to the club room to see what is in store for them. They quickly take off their coats and have a snack. There is no need to remind them to wash their hands as they know how important this is. Children know the routines well but what they look forward to is the outdoor play. They are active playing football or being creative on the pirate galleon or just sitting in one of the log shelters and chatting. A group of four older girls were discussing and imagining what they would like to do as a career. They were deep in conversation about hair dressing, clothes designing and dance choreographers whilst the younger children sat and listened. Staff help children sort out their differences, discuss how they could handle disagreements and learn through their play to be tolerant, patient and a team player.

Children of all ages feel safe and secure and they report that everyone is kind to each other. There are rules, which have been devised and written by the children, such as 'Stop, think and do the right thing'. This rule was seen in action throughout the session. They treat each other and adults with respect and courtesy. Everyone learns how important it is to be tolerant and fair.

Children have a good understanding of keeping themselves healthy. They know exercise is good for them. Snack is a social time, although staff do not consistently involve children in the preparation or allow children to put their topping choice on to their crumpets, helping to develop independence. They learn about healthy food when cooking weekly with one of the staff and the importance of regular exercise through a dance coach. They learn to keep themselves safe and know the procedure for fire drill as one said 'Oh yes we seem to do that every week!'

Children are well adapted, friendly, and contented. Everyone is responsible for tidying up after themselves, to stick to their rules and adults' boundaries and to support and help the younger ones. All these experiences help to prepare children for the future and enable them to contribute to a happy organisation and community.

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	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