

# Hounslow Heath After School Care

Inspection report for early years provision

---

**Unique reference number**

116243

**Inspection date**

14/03/2011

**Inspector**

Jane Nelson

**Setting address**

Hounslow Heath Infant School, Martindale Road,  
Hounslow, Middlesex, TW4 7HE

**Telephone number**

0208 577 0535

**Email**

**Type of setting**

Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Hounslow Heath After-School Care was registered in 1993. It is managed by a voluntary management committee, comprised of parents whose children attend the setting. The setting operates from a purpose built class room within Hounslow Heath Infant School, in the London borough of Hounslow.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 10 children aged between four and under eight years, may attend the setting at any one time. It operates each weekday during term time from 3.30pm to 5.45pm providing after school care for children attending Hounslow Heath Infant and Junior schools only. Children have access to the school playground for outdoor play. There are currently five children in the early years age range on roll. 16 children aged from five years to under eight years are on roll. Children aged up to 11 years of age also attend the after school club. The club supports children who speak English as an additional language. The club employs three staff, and the manager holds an appropriate early years qualification.

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

Overall the quality of the provision is satisfactory.

Children's individual interests and needs are well known by staff, and generally reflected in the range of activities and play experiences the setting provides. Some use is made of self-evaluation to identify what children enjoy. Positive relationships with parents are promoted and result in parents participating in the management of the setting and relevant information being shared. Partnership with the school where the setting is located is effective.

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

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

- monitor the record of visitors to the premises to make sure information is recorded consistently.
- develop the use of informal planning to complement the range of activities in other settings that the children attend .
- devise a clear system to make sure volunteers receive full information and guidance on their roles and responsibilities.

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

Staff understand their responsibilities relating to child protection and the procedures to follow if concerns arise. The required records relating to risk assessment are maintained, generally used effectively to identify and minimise potential risks and regularly reviewed. Staff are vetted to establish their suitability to work with children. Occasionally volunteers work at the setting on a placement. Although they are supervised by staff, there is no clear procedure in place to make sure they receive full information and guidance on their roles and responsibilities, so that both volunteers and staff are clear about their role prior to the placement commencing.

A welcoming, caring environment is provided where children can relax and socialise with their peers and older friends after the school day. A range of suitable activities and play experiences are provided that compliments the learning experiences children receive during their school day. The staff team are familiar to children from their work in the school setting providing continuity, effective partnership working and helping to ensure any necessary information is shared with parents. Staff have a knowledge of the themes, events and interests children are covering at school, however their use of this as a focus for some aspects of their informal planning, is limited.

Partnerships with parents are effective. They are involved in the management of the setting through participating in the management committee. Parents comment that their children enjoy coming to the setting and that it provides a valuable service. Self-evaluation is used informally to identify what is working well. The required records and documentation are in place, maintained and most contain all the necessary information. However the information in the record of visitors to the setting is not recorded consistently. The setting receives support and advice from the local authority.

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

Children are happy and enjoy their time at the setting. They arrive after their school day greeting each other and staff, who have collected them from their classrooms. Some children attend groups in the school after the school day and a member of staff collects children from these later in the session, if needed.

Children are extending the social skills they are gaining at school, in a welcoming environment where they enjoy interacting with each other and staff. The organisation of the after school session routine, and the range of play experiences provided reinforces skills and behaviour that are expected at school and children will use in later life. For example the communal snack time provides opportunities for discussion, listening to each other and talking about their school day.

Children work together during games as they play outside. They have fun, passing the football to each other, use skipping ropes, roll hoola-hoops around their waists and roll small hoops to each other along the ground. Children new to the setting take their time to settle in, watching the other children play in the outdoor area, gradually increasing their confidence and at other children's invitation, joining in a game rolling small hoops to each other. They laugh, giggle and shout as the hoop rolls between them and a member of staff. Younger children benefit from socialising in the mixed age groups of children attending the setting, for example, watching older children use the computer and joining in a team game of football.

Staff help and support children in their play by making suggestions for outdoor games and chatting to children as they eat their snack and play. They laugh and joke with the children providing a friendly atmosphere. Children follow good hygiene procedures, such as, hand washing before they eat their snack. They are learning about their own safety as they play and move around, and use equipment such as skipping ropes, balls and hoops safely. Children take part in regular fire drill practices, helping them understand the procedure to evacuate the premises quickly and safely, if needed.

Children enjoy their sandwich snacks, choosing which filling they want in their sandwich and why they like jam or butter. They refer to other food they sometimes have for snacks and that they like having rice. Later children have a snack of fresh fruit. Children are learning about differences and the wider world through their play and discussions with each other, they hear different languages spoken and see different words displayed.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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	3
The effectiveness of safeguarding	3
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	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----