

# Harwell After School Club

Inspection report for early years provision

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**Inspector** Graham Lee

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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

Harwell After School Club registered in 1998 and is managed by a voluntary committee of parents. The club operates from the Key Stage 1 shared area in Harwell Primary School. The children have access to the hall, Key Stage 1 cloak area and outdoor play facilities.

A maximum of 25 children may attend the club at any one time. There are currently 35 children aged from four to 11 years on roll. The club is able to care for children with special educational needs and/or disabilities and for those who are learning English as an additional language.

The club is open from Monday to Thursday during school term times. Sessions are from 3.15pm to 5.45pm. Children attend for a variety of sessions. The after school club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club employs four staff, half of whom hold recognised childcare qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Harwell After School Club provides good care. All adults give the highest priority to the safeguarding and welfare of every child and, as a result, children feel extremely safe and secure and have every confidence in the adults around them. Good provision is made for the development of children's learning through a wide range of interesting activities, which enable children to progress well but some aspects of further development are missed. The club works in close partnership with its host school and with parents to ensure that the needs of the children are met. The leader knows the club's strengths and weaknesses well and, although fairly informally as yet, effectively reviews its provision so that the club has a good capacity to improve further.

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

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

- provide opportunities for children to develop skill for the future through using information and communication technology
- ensure that adults promote children's learning effectively through discussion and questioning
- develop assessment systems to track children's progress effectively and to plan for future learning.

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

Policies and procedures for the safeguarding of children are exemplary. Procedures for the vetting of all adults in the club are rigorous. The club has successfully addressed the minor issues identified at the last inspection and the comprehensive policies and procedures are understood and consistently implemented by all members of staff. Regular training for staff ensures that there is a high level of awareness of any potential risks to the children, for example, in the transition from the club's base to the playground. All potential risks are thoroughly assessed and any minor accidents lead to a review of aspects of provision. Consequently, children display an excellent awareness of safety issues and understand how to keep themselves safe in a variety of situations.

The club's policy for equality and diversity is enacted in its everyday life. Children of all backgrounds play and work well together. Club staff ensure that every child gets the opportunity to be involved in all the activities and none are excluded. The club works productively with the school to ensure that it is able to meet the needs of the few children with special educational needs effectively. Similarly, every effort is made to ensure that those speaking English as an additional language play a full part and understand what is expected of them. This ensures that children are happy, included and able to make good progress whatever their background or needs.

The club works well with its host school to maximise the use of its resources and to discuss operational issues to ensure that it works well on a day-to-day basis. There is also a good sharing of information about the children whose circumstances make them particularly vulnerable. Links with other partners are more limited as the club has not needed to develop a broad range of partnerships. There are, however, productive links with the local authority's support officer who visits the setting regularly and offers support and advice. Staff also make the most of a variety of training provided by the local authority on a variety of topics. The club works very effectively with parents and carers who hold it in high regard. 'It is a real lifeline for me', and another, 'my children are safe and happy here;' represent comments from parents and carers. The club sends out regular information and seeks parent and carer views through surveys. There is also regular feedback from the committee of parents. Leaders take the views of parents seriously, for example, in extending the provision until 6pm.

The club runs extremely smoothly; it is bright and clean and resources are of good quality and used well. The staff work closely together and know their strengths and weaknesses well. Although formal self-evaluation is at an early stage of development, the leader is aware of the need to extend the range of learning opportunities even further, for example through information and communication technology. She is also developing systems to record the progress of the children more effectively. This is indicative of the club's good capacity to maintain continuous improvement.

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

All children show a very strong sense of security and belonging and are happy and settled. They feel extremely safe within the club. Routines are well established and the staff have high expectations of children's behaviour. Consequently, the club is a very harmonious place and children of all ages get on well together. The youngest children are confident in the surroundings and behave well. They form positive and trusting relationships with adults and the older children, which is beneficial to their well-being and social development. Children have a very good understanding of what constitutes an unsafe situation and respond well to the expectation that they will behave in a way that has a strong regard to their own and others safety.

The club's provision enables children to adopt healthy lifestyles well. Although, the space used by the club does not have direct access to an outdoor area, every opportunity is taken to use the school's extensive and well-equipped facilities. Children enjoy running and climbing on a range of apparatus as well as skipping and jumping games. The club has access to the school's hall when the weather is poor. Children adopt good habits related to their personal hygiene, for example, in washing their hands before tea. Discussion shows that children have a good understanding of the importance of a healthy lifestyle.

The range of activities on offer enable all children, including the few who are learning English as an additional language or have special educational needs and/or disabilities, to make good progress towards the early learning goals and particularly in their social development. Adults have a developing understanding of the learning requirements of the Early Years Foundation Stage and provide a range of activities to promote them. These activities vary from day to day so that children get a broad range of experiences across the areas of learning. These include reading stories, modelling with construction toys and play dough as well as mathematical games and jigsaw puzzles. When lining up, staff take the opportunity to reinforce counting up and back down the line. Children of all ages thoroughly enjoy making a large 'den' from cane and giant paperclips. The development of assessment profiles is beginning to be used to show the progress of each child and to plan for the next steps in their learning.

Children are very confident in the club. They play well on their own and cooperate effectively in pairs and groups for the most part. They choose activities for themselves and make a positive contribution to the club, for example, they will shortly be working together to devise a code of conduct. Sometimes opportunities are missed to develop more responsibilities, for example, around the setting up and serving of tea. Adults are vigilant in discharging their duty of care; however, opportunities to develop children's learning through discussion and perceptive questioning are occasionally missed. Currently the children do not have access to information and communication technology which limits their development of skills for the future in this area.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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