

Alresford After School Club

Inspection report for early years provision

Unique reference number	EY412556
Inspection date	30/03/2011
Inspector	Louise Bonney
Setting address	Sunbeams Children's Centre, Sun Lane, Alresford, Hampshire, SO24 9NB
Telephone number	01962732801
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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

Alresford After School Club is a before and after school club which reregistered in July 2010 following a move of premises to its new site at Sun Hill Junior School. It is one of two clubs run by the Alresford Youth Association, which is a registered charity. It operates from a purpose-built single storey premises within the grounds of Sun Hill Junior School, in Alresford, Hampshire. The premises have two main activity areas and a secure outdoor area, and the club also uses the nearby school music room, playground and sports field. Children who attend come only from the Sun Hill infant and junior schools.

The provision operates under the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 46 children on roll. They are registered to care for up to 32 children from three-years-old to under eight, and children over eight also attend. The club opens from 7.30am until 9.00am, and 3.30pm until 6.00pm, Monday to Friday during school term time only. Children attend for various sessions before and after school.

There are four members of staff who work with the children, of these three are trained at Level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The club has successfully established a welcoming and inclusive environment for the children, where they relax and play before and after school. Staff set out some activities they know children are interested in, but do not have systems in place that enable children to choose from other resources held in store. Staff are currently seeking feedback to support their evaluation of the provision and show commitment to maintaining its continual development. Club staff liaise with school staff and parents, building partnerships that help them identify and support children's individual needs. Staff develop policies and procedures that safeguard the children, but records of children's attendance and risk assessments are incomplete. This breaches the welfare requirements.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve the record of risk assessment so that it includes all areas available to be used by the children; identify aspects of the environment that need to be
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checked on a regular basis and maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment).

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (Documentation) (this also applies to both the compulsory and voluntary parts of the Childcare Register)

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

- review the organisation of the environment to support children's access to a wider range of resources in order for them to follow their own interests and initiate their own play and learning.

The effectiveness of leadership and management of the early years provision

Children receive support from staff who have undergone appropriate vetting procedures to ensure their suitability. Staff implement a comprehensive range of policies and procedures that safeguard the children. Staff responsible for safeguarding have Advanced Child Protection training, and other staff show good understanding of the procedures to follow. Staff are at all times vigilant in ensuring children's safety and have established appropriate routines for transferring children from school to the club. They record some risk assessments, but these do not include all areas they are registered to use and daily check lists are not signed. Staff know which children are attending each day and any that will arrive late due to other school clubs, which helps them monitor their safe arrival. However, they do not maintain a record to show the exact attendance times of the children. It breaches the welfare requirements not to have these records in place.

Staff take appropriate steps to continually develop their provision. Since opening they have sent out feedback forms to parents and children, and are awaiting their responses to help them evaluate the club. They have developed their written policies and procedures and a handbook to share with parents, which informs them about the club. They are developing a photograph album to show parents and children the types of activities available. Staff have bought more resources as they identify children's interests, such as dressing-up clothes, a dolls house, sheets for camp building, and have plans to purchase a fort with soldiers, tents and torches to further extend the activities available. The manager is implementing appraisal systems, which helps staff reflect on their strengths and areas for development. Staff attend training for safeguarding and most are Level 3 qualified. The manager supports their attendance at additional training courses, reflecting commitment to their continual professional development.

The staff organise the provision appropriately. They provide sufficient toys and equipment for the children's activities. They set out resources prior to children's

arrival and rotate them with others stored at another location. This provides variety for the children. The new building is very safe and child friendly and provides sufficient space for their activities. Messier activities are not yet provided, such as painting or clay modelling, although they feature in the planning. This is an area the staff wish to develop. Children have free access to the secure outdoor area in dry weather and staff take children out as a group to play on the school fields or playground for more energetic activities. Staff are trying to secure additional storage facilities so they can more easily increase their resourcing of activities indoors and outdoors. Staff work well together as a team and are effectively deployed. Named staff have delegated roles, such as for being a key worker or for safeguarding.

Staff promote equality and diversity appropriately. They seek information from school teachers and parents about children's individual needs. This helps them identify any children who have special educational needs and/or disabilities, English as an additional language, or different religious and/or cultural backgrounds. They provide resources and activities that reflect and promote children's awareness of diversity, including their own and other cultures. They liaise with parents about the types of activities available to ensure their agreement.

Staff develop friendly relationships with parents. Parents learn about the provision through initial discussions with the manager and by reading the handbook and written policies and procedures. Their completed questionnaires reflect their satisfaction with the provision. Staff are available to talk to parents at handover, when they share information and children's records. Staff establish supportive partnerships with school staff and learn about the activities children are doing. Teaching assistants inform staff about how the children have been during the day, and staff organise meetings with teachers to discuss any concerns about children's learning and development. This helps provide continuity for the children.

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

Children are made welcome by staff who know their names and show they are pleased to see them, and the atmosphere in the club is friendly and relaxing for children. They quickly store their belongings on arrival and settle into the club's routines. They show understanding of hygiene routines as they put a hand wipe in each place at the table, and children clean their hands as soon as they sit down for a snack. Children select from a range of healthy foods, such as cheese, ham, crackers and fruit, although some options are less nutritious but favourites, such as sugar-coated cereals. Drinks are always available to ensure children do not become thirsty. They have good opportunities for energetic play with bats and balls outside in the fresh air in the secure garden, or on the school playing field. This supports children's health. Children know the rules that keep them safe. Staff are at all times vigilant and notice when inappropriate items are taken out of children's bags, such as medication they took at school, and quickly put these safely away. Children follow the procedure for transferring between the club and school, and walk sensibly and safely keeping between the staff with them. Children

show they feel safe with staff as they share their worries. Staff sensitively help build their self-esteem and confidence as they spend time talking to them quietly, introducing a little humour as they help them get things into perspective. Staff manage children's behaviour consistently and help quickly resolve any minor conflicts they have. Children are co-operative and acknowledge the rules they have helped formulate, such as sitting at the table for their snack. Staff help younger children learn how to approach older children, who are happy to share and take turns with resources.

The children's key workers regularly record observations of children as they settle and play. They identify children's favourite activities and set these out when they attend to stimulate their interest. The key workers use observation records to reflect on the children's progress and interests, which supports future planning and resourcing. Children develop good relationships with their key workers and other staff. They show confidence as they join staff at an activity table and ask for a wipe board. Children show independence as they choose their own activities from those set out or look after their personal care. They link up with others and develop friendships as they play. However, they are not involved in how their environment is set up initially, to further provide them with opportunities to make choices and extend their own play and learning. Staff interact with children throughout their activities, encouraging them to communicate and be confident when expressing themselves. Children develop their creative ideas as they role play and dress up, play with dolls or dinosaurs, or cut and stick as they make Mothers Day cards. They practise their writing skills as they use wipe boards, some writing numbers or drawing pictures. Children show imagination as they experiment by using their finger to make a trail through the colourful inks on the wipe board, or talk to staff about volcanoes and the lava they are drawing. Activities complement those the children do at school and sufficiently help to continue their development and learning.

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	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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 13/04/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 13/04/2011