

Manor Kids Club

Inspection report for early years provision

Unique reference number	EY232020
Inspection date	24/03/2011
Inspector	Sharona Semlali

Setting address	Manor Infant School, Fernhill Road, Farnborough, Hampshire, GU14 9DX
Telephone number	07762 225 282
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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*.

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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

Manor Kids Club opened in 2001 and provides an after school club for children between the ages of four (if in full-time education) and 12 years. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provision is set in Manor Infant School and serves the needs of the families in the area. The intake reflects the local community. There are currently 42 on roll. Children attend on a variety of days. The club is able to support children who have special educational needs and/or disabilities and those who English as an additional language although there are none currently on roll. The club opens five days a week during school term. Sessions are from 3.05pm to 5.30pm. There are four full-time members of staff working with the children. Of these, one has National Vocational Qualification (NVQ) at Level 3 in Early Years and Playwork, the manager has a Diploma in Pre-school Practice at Level 3, one staff member has a NVQ at Level 3 in Playwork and the other has a NVQ at Level 2 in Playwork and is now working towards level 3. The school has strong links with the school in which it is sited.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Manor After School Club makes good provision for the children it serves. It is popular and well established in the local community and is highly rated by the parents and carers and children who use it. The manager and her team are a very caring, friendly and committed team that provides a welcoming, nurturing and safe environment for the children. The club works in good partnership with others to meet the welfare, learning and development needs of the children. The manager and her team are confident about what the club needs to do to improve further and have addressed most issues. Their success in making the necessary improvements so far shows a good capacity to continually improve and meet the needs of the users.

What steps need to be taken to improve provision further?

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

- provide high quality observations so that the information gained is used effectively to guide weekly planning
- ensure the self-evaluation process reflects rigorous monitoring and searching analysis by all the team, for example, by using information gained during staff appraisals.

The effectiveness of leadership and management of the early years provision

Rigorous and robust safeguarding procedures ensure that children are kept safe at all times. Strict and tight checking procedures are in place. This is reinforced by having rigorous safeguarding procedures and policies in place putting children's safety at the forefront of their philosophy. There is good staff deployment in place when staff collect children from the junior school making sure children are kept safe at all times. Staff are extremely vigilant whilst children play outside and during collection times at the end of each session. There is a good balance of staff supervision in both indoor and outdoor areas, including when children have opportunities for free-flow play.

Staff strive to promote an inclusive environment where children regardless of their gender, age, ethnicity or social background are encouraged to play and socialise with each other. Some children who found it difficult to mix with others initially have made good progress and have developed confidence in playing with other children in small groups.

Partnerships are well established between the after school club and the school, making strong contribution to children's achievement and well-being. Children freely use the school's hall and the large playing fields and playground with its multi gym to explore, socialise and relax in. Pertinent information is exchanged between the after school club and school staff about the children's learning and well-being. Both work together with the parents on all policies so that children are given the same consistent messages. Information about training is shared so that the staff in the after school club are kept updated about the development of children's learning needs. For example, staff have recently attended training on safeguarding and 'Every Child a Talker.' The latter course helps staff to promote further children's development relating to speaking clearly and confidently.

Purposeful partnerships are established with parents ensuring children's needs are met. Parents and carers strongly feel that their children's views are always taken into consideration when staff plan the different activities. A large notice board is provided for the parents and carers in the school's hall that contains information about the policies and the complaints process. Parents and carers attend an annual meeting to seek their views and opinions; parents and carers also have daily dialogue with staff.

The recommendations set by the previous inspection are complete. The manager and her staff are extremely passionate about making even further improvements for the children. She has insisted and persevered in getting all members of the staff team to have training and they now have a better understanding and improved knowledge about the complex learning needs of the children. The manager and her team know the strengths and weaknesses of the club and have taken carefully thought-out steps to make improvements for the children. That said, there is no systematic approach to their self-evaluation process; therefore monitoring, evaluation and management of staff performance lacks some rigour.

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

The Manor Kids After School Club is very popular and well established in the local community. Children enjoy attending and say they feel safe and secure. It provides a calm, relaxed, safe and inclusive environment. Staff spend time getting to know the children as individuals. A parent said that her child always says, '...can't you stay later at work so that I can stay longer at the club...' Children say they particularly enjoy playing with friends, making hats out of different materials, playing on the bars and playing handball on the grass.

Children have a good understanding of the benefits of doing a physical activity as they are given the opportunity to discover different ways of getting around the large multi gym equipment in the fields. Some of the children happily chased each other around the fields until they were tired whilst others practised doing hand stands on the grass. Children eat the healthy snacks offered by staff that include fruit, juice, water and breadsticks. They wash their hands before settling down to eat needing very little prompting by the adults showing they have adopted good personal hygiene routines.

Children have built strong relationships with each other and with staff. Children's behaviour is good at all times. They show respect and accept each other's differences. Older children contribute to the smooth running of the club by being caring and sensitive to the needs of the younger ones. Also the younger children give the older children the necessary space needed for them to run around. They all share and play together with the equipment outside, such as the balls, bats, also with the toys in the home corner in the hall. Children show how responsible they are in all areas of the after school club.

Planning is very flexible; children are given the choice of free flowing between the indoor and outdoor activities. Most like to play outdoors. However, observations made by staff are not rigorous enough to effectively inform weekly planning in order to meet the personalised and complex needs of some of the children particularly those in the Early Years Foundation Stage.

Children show they have a good understanding of, and are well prepared for, the wider world through their role plays. Some sit in small groups outside making and discussing different types of food and planning small tea parties whilst others play with the toy cash tills in the home corner in the hall. Children have access to equipment, such as the Playstation 2, which helps to develop their information and communication technology skills as well getting them to take risks and explore different programmes in small social groups.

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