

Holly Lodge After School Club

Inspection report for early years provision

Unique reference number

EY218459

Inspection date

28/03/2011

Inspector

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Setting address

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Telephone number

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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).

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

Holly Lodge After School Club registered in 2002. It is a committee run group. Members of the committee are made up from parents of children attending the setting. The club operates from an external classroom in the grounds of Holly Lodge Primary School in Ash Vale, Surrey. The club has access to the school's playing fields and playgrounds. The after school club is only available to children attending Holly Lodge School.

It is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The club may care for a maximum of 23 children from four to under eight years of age at any one time, although it accepts children up to 11 years of age. There are currently 41 children, aged from four to 11 years, on roll. Children may attend for a variety of sessions. The setting makes provision for children with special educational needs and/or disabilities and those who speak English as an additional language. The club opens each weekday from 3.15pm to 6pm during school term times only.

A total of six members of staff work with the children; of these five hold recognised early years/play work qualifications. All staff have attended the first aid training. The setting receives support from the school and the Early Years and Childcare Service.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Holly Lodge makes satisfactory provision for the children who attend. They are happy, relaxed, well behaved and clearly enjoy their time at the club. Staff work well as a team and have sufficient understanding of the Early Years Foundation Stage framework to support children's satisfactory progress. Successful partnerships have been established with parents and the host school in enhancing the personal development of children, but there is a lack of emphasis on extending opportunities for children to develop their learning in a play situation. Documentation for the safe management of the afterschool club is in place and meets requirements. The club is led by a hard working and caring manager who demonstrates an awareness of what needs to be done to improve outcomes for all children so the club has the capacity to improve in the future.

What steps need to be taken to improve provision further?

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

- improve links with the feeder school to share observations, assessment and planning to ensure children have opportunities to develop their basic skills in a play situation
- work with staff and committee members to evaluate all aspects of the after

school club and put together a development plan.

The effectiveness of leadership and management of the early years provision

Staff are well focused on keeping children safe. Each child's time of arrival is noted down and parents sign out when collecting their children. Safer recruitment and vetting procedures are fully in place to ensure that children are cared for by suitable adults. Regular half termly fire drills are carried out and policies linked to the welfare of children are fully in place. Staff have updated their child protection training and have good procedures in place for identifying and supporting vulnerable children.

The club actively promotes equality and diversity to a good level and effectively helps children to learn about and understand the multicultural community in which they live. For example displays on religions such as Sikhism reflect the club's philosophy of valuing other cultures and beliefs. Children from minority ethnic backgrounds are fully integrated in the club. The manager and staff are positive role models, know each child well and support their personal, social and emotional development effectively. Children consequently feel safe and secure. All the activities and resources are available to children regardless of age, gender or ethnic background.

Staff work together well to make the activities an enjoyable experience for the children. Most children make satisfactory progress and enjoy their time in the club, but there is a lack of comprehensive planning to ensure a broad and balanced coverage of all areas of learning. There has been insufficient focus on finding out how staff can support the children's learning and development and at present there is no system of evaluation that enables staff to assess the impact of their provision.

Good partnership with the parents and carers is established through the newsletter and daily liaison and is much appreciated by them. The views of parents and children are sought through questionnaires and the information is used to identify new activities. Children and parents show satisfaction with the current provision. The after school club also benefits from the use of the school's facilities, including the use of the outdoor play areas and resources.

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

Children are relaxed and confident in their relationships with adults and their peers and really enjoy their time at the club. They are well looked after and are encouraged to develop healthy lifestyles. There are opportunities for them to take exercise outside, and at the start of the session, they help themselves to fruit and water and respond well to the expectation of washing their hands before they eat. Children quickly settle themselves to self-chosen activities from the range of resources set out in the small room. These include junk modelling using egg boxes,

writing and colouring, construction materials, doll's house and computer games. Children enjoy making three dimensional shapes using crepe paper and egg boxes and persevere with their designs. Staff working with them value their work and lead by example by making their own models. However children's interest in some activities, like constructing with connecting blocks, fades because it is limited in its scope and does not offer a challenge. Some staff supervise the activities but do not intervene to promote new knowledge, understanding and skills by interacting with the children at their level. This shows low expectations of children and consequently they make little progress in developing their skills.

The club operates free flow between indoor and outdoor provision. Staff are vigilant at all times especially when children go outside to play tennis or use the school's grounds and as a result children feel safe and show an awareness of how to keep themselves safe in their activities when using tools and playing games. There is a good balance of adult led and child initiated activities. Children play together happily and also enjoy working on their own. Children contribute to the smooth running of the club by behaving well and helping to tidy up and put things away neatly. They have club rules like having an 'indoor voice' and show consideration for each other. There are good opportunities for children to develop their social skills, but more limited opportunities to develop basic literacy and numeracy skills, means that they are satisfactorily prepared for the future.

Staff make some observations of children's response to the activities and these form the basis of suggesting other activities and ideas to promote children's learning. Photographic evidence of children, enjoying outdoor activities such as collecting twigs for imaginative play, is shared with parents. These together with other records provide some view of children's learning and achievements, but opportunities to extend their learning are sometimes missed by staff.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	2
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:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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