

# Amesbury After School Kids Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY364616
<b>Inspection date</b>	02/06/2011
<b>Inspector</b>	Karen Prager

<b>Setting address</b>	Holders Road, Amesbury, Salisbury, Wiltshire, SP4 7ND
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**Email**

<b>Type of setting</b>	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

Amesbury After School Kids Club opened in 1994 and changed ownership in 2007. It is a privately owned out of school club and operates from the Amesbury Sports Centre in Amesbury Wiltshire. The after school club is open each weekday from 7.30am to 9.00am and 3.00pm to 6.00pm during school term times. During school holidays the kids club opens each weekday from 7.30am to 5.00pm. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare register to care for no more than 40 children aged between four and under eight years at any one time. At present, there are 20 children under the age of eight years on roll. Most children who attend are older children.

The after school club has access to the Community room and viewing area on the first floor with additional use of the sports hall. All children share access to a secure, enclosed outdoor play area. Children come from a wide geographical area.

The kids club employs eight regular members of staff and one relief member of staff. Of these, five staff including the manager, hold appropriate early years qualifications to level two or above. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

All children are welcomed and included in this out of school club. Children are kept generally safe and are well behaved. Effective partnerships with parents and schools are in place and staff support children in making suitable progress in their learning. Children's welfare is promoted appropriately overall, although there are gaps in essential systems. Some accurate evaluation of the provision takes place and, overall, the staff demonstrate sufficient capacity to improve.

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

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

- ensure there is at least one member of staff who has current paediatric first aid certificate on the premises and on outings at all times (Safeguarding and promoting children's welfare) (Also applies to both parts of the Childcare register) 07/07/2011
- implement an effective policy on the administration of medication, with particular regard to recording the medication and dosage given (Safeguarding and promoting children's welfare) (Also applies to both 07/07/2011

parts of the Childcare register)

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

- increase opportunities for children to engage in energetic, physical play both indoors and outdoors
- develop planned themes to provide children with greater opportunity to extend their understanding, knowledge and interest

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

Children receive suitable care and support from staff who have been approved to work with children. Overall, children are safeguarded appropriately. Staff have a sufficient understanding of how to safeguard children. They know who to contact should there be a concern about the welfare of a child and procedures to be followed are clearly displayed. Most required documentation is in place and kept in an orderly fashion. For example parents' contact details are at hand if needed and current policies and procedures are available for parents or staff reference. There is an appropriate policy in place for the administration of medication but it is not consistently followed to ensure the details of medication are recorded. Staff keep records of medication administered. Risk assessments are carried out regularly by staff who are aware of the hazards present. Staff have completed appropriate childcare qualifications and have recently undertaken training in health and safety and manual handling. Most members of staff hold a current first aid certificate. However, the deployment of staff means that there is not always a staff qualified in first aid working with children.

Staff promote equality and diversity suitably, taking appropriate steps to tackle unfair discrimination. Resources are used suitably to support children's learning and development. Staff have a sufficient understanding of the Early Years Foundations Stage framework and work together well to ensure the running of the session is smooth. They give sufficient time to interact with the children. The premises are set out to be welcoming to children when they arrive. Further resources are stored in a cupboard which children access with assistance. The room mainly used by children is sufficiently spacious and organised with children in mind, providing space for table top and floor play and space to sit and rest. Useful information including the registration and insurance certificates is displayed close to the entrance for staff and parents. The sports hall is used for physical play if not being used by the sports centre, and the outdoor area is used only when the weather is fine.

Positive partnerships have been developed with parents. They are informed of what to expect from the club, when their children first start attending. They provide relevant information about their children to the staff and are invited to discuss the children's development records. Partnerships are also well established with the schools that the children attend. Effective organisation ensures children who are booked to attend the club are collected as required. Staff are aware of

activities carried out during school time and ensure that they provide more relaxing activities that complement the children's school day. The staff regularly reflect on the provision for children and advice is sought from the local authority development worker. The senior staff regularly reflect on the provision. Systems are not yet sufficiently robust to ensure that all gaps in provision are recognised. The staff have identified some appropriate areas for development, however, and show a positive attitude to improving the provision.

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

Children are cared for in a safe and secure environment where they rest and play freely. Children play co-operatively with their friends and children who are new to the setting settle in quickly. Staff observe children closely as they engaged in the planned activities. These observations are linked to the six areas of development within the Early Years Foundations Stage framework, their next steps are noted and this knowledge of the children is used to inform planning for the following week. However the planning does not consider learning outcomes and themes are not planned to provide children with greater opportunity to extend their understanding, knowledge and interest.

Much of the children's time in the club is spent talking with friends and in freely chosen activities. This relaxed approach to development complements the child's school day and provides time for them to consolidate their learning. An area is available where children can sit quietly if they choose to rest. Activities are planned daily and staff sit with the children and support them in their tasks. They talk to children about creating sun-set pictures and children are soon busy choose colours and gluing. Children take time to sit in the 'den' and talk to their friends or look at a book. During the school holidays a variety of themed days are planned and children enjoy dressing up as a character from the 'Wild West'. Associated craft activities are provided and children sit around a mock fire, eagerly eat a snack of sausage and beans and listen to stories told by older children.

Children benefit from the range of snacks offered. They help themselves to a drink of water when they are thirsty. Parents provide lunch for children during the holidays. Children are reminded about healthy lifestyles as staff talk to children at these times about healthy eating, encouraging them to eat savoury items first. Children make sufficient progress in their personal qualities. They assist in tidying away the toys. They follow the snack routine efficiently, washing their hands and sitting at the tables, though play little part in the preparation or clearing away. Children build useful skills for the future, showing confidence with staff and their peers and assisting in tidying away the toys. Children generally behave very well. A behaviour reward system is used to encourage appropriate behaviour. Children learn about how they are expected to keep themselves and others safe. They participate in regular fire drills and come to know the routine for evacuation of the building. Children learn about how to behave when out walking and when crossing roads during the daily walks from school. Visits further afield to local attractions

also enable children to learn appropriate boundaries when in public spaces. A recent visit to Wilton House enabled children to learn about travelling safely by bus. Children learn about the wider world and a range of safety issues through regular visits from police and fire officers, and from themed activities including linking with the Army.

## 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

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### 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	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 on the Early Years part of the report (Safeguarding and welfare of children) 07/07/2011

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 on the Early Years part of the report (Safeguarding and welfare of children) 07/07/2011