

The Downley After School Club

Inspection report for early years provision

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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

Downley After School Club is run by a voluntarily committee. It opened in 2010 and operates from two rooms in a purpose-built building on the site of the Downley Maplewood Project site in Downley, Buckinghamshire. Children have access to an secure enclosed outdoor play area. The club is open each weekday from 3.15pm to 6pm term time only. The club is registered on the Early Years Register for a maximum of 30 children from three years to eight years and takes up to 50 children between the ages of eight years to 11 years old at any one time.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

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Staff have a good knowledge of the Early Years Foundation Stage and therefore plan effectively to provide appropriate activities to keep them motivated and eager to continue to learn, after a busy day at school.

Overall, the club encourages children to make their own choice of activities. The setting has established positive partnerships with parents and other professionals to ensure that the needs of all children are met including any additional support needs. The management and staff are conscious in overseeing the work of the club and evaluate their practise to ensure they have the capacity to improve.

What steps need to be taken to improve provision further?

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

- review the arrangements for snack time

The effectiveness of leadership and management of the early years provision

Staff have good knowledge of child protection issues. They are aware of their role and responsibilities with regards to recording and reporting any concerns they may have about a child in their care. The manager and staff have attended relevant training and a suitable written safeguarding policy is in place. In addition, the manager has robust systems in place for the recruitment and vetting the suitability of her staff team.

Staff are deployed appropriately to ensure children's safety and well-being at all times. Comprehensive risk assessments are in place for the premises, and for when on outings. These are reviewed regularly to ensure children's safety is maintained. Staff accompany children from Downley school to the club in the evening and are fully aware of the safety of the children at this time. Children who

attend from other schools or attend other after school activities arrive independently. Children's attendance is recorded as they arrive and parents sign their children out in the evening, recording the times of departure. Comprehensive risk assessments are conducted and daily visual checks are carried out by staff to ensure the building, environment and resources are suitable and safe for the children. All required documentation is in place and maintained.

Self-evaluation methods have an emphasis on developing the quality of the provision and involve both children and parents. The manager has identified training needs for herself and the staff team. They are booked or already have attended on a range of training to further develop their childcare practise.

The setting is well resourced and children can make choices about their play from the activities set out. An exceptionally high importance is placed on the children being included in the planning to ensure the range of resources adequately supports the needs and interests of all children. For example the children are asked to indicate by pictures or writing what they 'like' or 'dislike' doing at the club. Children are provided with a range of multi cultural books which reflect positive images of diversity. They take part in various activities to develop their understanding of the wider world such as the community police officers visited the group. All children are occupied and involved in a varied range of stimulating activities, consequently children can play and feel safe and secure in the environment.

Parents are welcomed into the group and are given suitable feedback about how their child has been. The parents' notice board is informative and regular newsletters are produced to keep parents well informed about the club's activities for the after school club. In addition parents and carers are canvassed for their views on the club and invited to make suggestions for improvement. Staff at the club have informal discussions with teachers to ensure they are aware of what the children are learning during the school day. The club also works in partnership and actively act upon advice from the Local Authority development worker.

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

The club is welcoming and made attractive with children's art worked displayed. The club is very child focused creating a sense of belonging and ownership by the children. Children are involved in the process of selecting activities which they evaluate, by either writing or drawing a note and attaching it to the planning board.

Adults' friendly and active involvement in games and activities makes the learning fun and enjoyable. Relationships between older children and those in the early years age range are positive and children play harmoniously together, sharing and taking turns with games. Children are well-behaved and positive behaviour is rewarded by issuing a 'star' to the children which can stick to a 'good behaviour chart' displayed on the wall.

Staff's knowledge of the Early Year's Foundation Stage is good and as a result children are making good progress their development. There are robust systems in place for effectively observing and assessing children's development and therefore the curriculum is planned to focus on each child's individual interests.

The club is very aware of the benefits of children having daily outdoor experiences to enable them to run around and 'let off steam' at the end of school day. Children thoroughly enjoy playing in the outdoor area and have a variety of equipment to play with such as ball games, sandpit, role play in the play house or climbing into large tyres and successfully negotiating obstacles. Younger children delight in using their imagination to build a 'swimming pool' using the large construction materials, as they play together they chat recalling trips to the swimming pool with their families. Indoor very young children play 'pool' developing their hand and eye co-ordination and numeracy skills as they add up their scores.

The club is well resourced and children quickly settle into an activity of their choice. They thoroughly enjoy playing the computer game and take turns using this. The children time manage the activity by themselves using a "egg timer". Children enjoy the creative activities and sit for long periods designing their artwork on paper plates. Children have time to relax and can choose to sit on the in the quiet room or to do their homework. A range of different puzzles and board games enable to learn about problem solving as they fit together the pieces.

Children are learning about healthy lifestyles and understand the importance of washing their hands before eating. They are provided with healthy and nutritious snacks such as raisins, apples, pancakes and the children's "favourite brioche". The children sit together to eat their snacks and develop their independence as they help themselves to the food. However, the flow of children's play is interrupted as they have to pack away the games they are enjoying to come inside to eat.

Children learn about keeping safe as they take part in regular fire evacuation drills. Staff hold appropriate first aid certificates which enable them to deal with and treat any injuries. Good security procedures are in place such as the use of passwords and a buzzer entry system, to prevent unwanted visitors. A record of all visitors to the setting and the purpose of their visit is maintained to help safeguard the children.

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

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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	1
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