

Grand Avenue Out Of School Club

Inspection report for early years provision

Unique reference number	405547
Inspection date	08/07/2011
Inspector	Julie Sackett
Setting address	Grand Avenue Primary & Nursery School, Grand Avenue, Berrylands, Surrey, KT5 9HU
Telephone number	07974 793049
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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

Grand Avenue Out Of School Club was registered in 1999. The club provides before and after school care. Both schemes operate from two interconnecting rooms within Grand Avenue Primary and Nursery School in Berrylands, Surrey. The schemes also have the use of the school gym hall, the playground and a covered veranda. There are separate boys' and girls' toilets. The breakfast club operates between 7.45am and 9am and the after school club from 3.05pm to 6pm each week day during term time. A maximum of 40 children aged from four to eight years of age may attend the schemes at any one time. There are currently 110 children on roll, including ten within the early years age range. No children receive early years funding. There were 14 children present at the time of the inspection, including four in the early years age range. The group supports children with special needs and children for whom English is a second language. The out of school club employs eight members of staff. Two members of staff have attained National Vocational Qualification Level 3 (NVQ L3) and three members of staff have attained NVQ L2. The club is on the Early Years register and on both the voluntary and compulsory parts of the Childcare register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The overall quality of the provision is good. Adults work well as a team and provide a happy and safe environment in which children are regarded and treated as individuals. Activities are stimulating and matched well to the interests of the children so that they enjoy their time in the club. Observations and assessments of the children's progress are regularly completed although sometimes these lack sufficient detail to ensure that planned activities are sharply focused on meeting children's learning needs. Leaders are strongly committed to the on-going development of the quality of the provision and self evaluation procedures are good. This means that the club has an accurate picture of its strengths and development needs and demonstrates good capacity to improve.

What steps need to be taken to improve provision further?

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

- develop more detailed written observations and evaluations of children's progress so that planning is better informed and more sharply focused on meeting children's needs.
- use snack time as an opportunity for adults to sit and interact with the children to support the development of social and communication language and literacy skills.

The effectiveness of leadership and management of the early years provision

Safeguarding arrangements are robust and used well to ensure that children are safe and secure and feel confident when attending the club. Effective policies and procedures are in place and training and induction procedures ensure that adults have a good knowledge of how to ensure the safety and well-being of the children. All adults are vetted to ensure that they are suitable to work with children and are well qualified. Risk assessments and safety checks are completed daily to minimise any potential dangers.

The manager leads a group of enthusiastic staff, who work well as a team to ensure that the setting runs smoothly and provide a safe and happy environment for the children. The manager has completed a written self evaluation document which incorporates the views of staff, as well as parents and carers. It accurately identifies the strengths and development needs of the club. For example, the club now finishes half an hour later than previously in direct response to parent and carer requests. This means that children now have more time to complete their activities and to enjoy snack time without hurrying. The key issues identified at the time of the last inspection have been addressed in full. For example, children now wear reflective tabards when they are playing outdoors so that they are more easily identified by adults and all electrical sockets have fitted safety covers. The club is very well resourced with a wide range of good quality toys and games which are stimulating and very much enjoyed by the children. These include resources to promote respect for people from different contexts and cultures. Adults are well qualified and effectively deployed to ensure that children are appropriately supervised both indoors and out. Equal opportunities are promoted well. Adults in the club have established very positive and caring relationships with the children and treat all children with respect, regardless of their background or ability. This means that all children are fully involved and included very well and make good progress in their learning and development. Adults know the children very well and informal assessments, including photographs reflecting children's progress and achievements, are used to identify appropriate activities. However, these assessments lack written detail and are not used fully to plan activities which are even more sharply focused on meeting children's learning needs so that their progress is accelerated.

Good partnership with the school means that information and facilities are shared and the club is able to provide activities which enhance classroom learning and school trips. The club works closely with agencies, as well as parents and carers, to ensure that all children's needs are met, including those with special educational needs and/or disabilities and children for whom English is a second language. Parents and carers are kept well informed on a daily basis and liaise informally with the club at the end of the session.

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

Adults have successfully created a relaxed, safe and positive environment where children play harmoniously and learn together. When children arrive in the club they happily chat about their day in school and quickly settle. Children are able to make choices from a range of interesting activities, in addition to adult initiated activities, which are thoughtfully arranged to invite children's engagement. For example, the manager very successfully used puppets to help children to consider a modern version of the story of 'The Boy Who Cried Wolf'. Well thought out activities such as these help children to develop the necessary personal and social skills to support the next stage in their education.

Adults have successfully established strong relationships with the children and demonstrate consistently high expectations of their behaviour. As a result, children respect adults and each other and behaviour is good. Older children are caring towards younger children and demonstrate great respect for their needs, often playing with them or helping them to complete activities. Adults demonstrate a good knowledge of children's learning and development needs and interact with children positively. Informal observations and assessments mean that adults know the children very well and their interaction with the children is matched to individual personalities and needs. This means that all children feel valued and make good progress overall, particularly in social and communication skills, including children with special educational needs and/or disabilities and those for whom English is an additional language. For example, with sensitive adult support, several children concentrated for an extended period of time to make different patterns with play screws and a play drill. As a result, they made good progress in the development of fine motor skills and social skills. Children make a good contribution to the club and wider community. Activities such as making masks to celebrate Chinese New Year and Christmas crafts mean that children are developing a good awareness of people with different backgrounds, cultures and beliefs.

Children play safely both indoors and outdoors and use equipment appropriately and understand how to keep themselves safe. Adults are diligent in ensuring that children wash their hands before eating their snacks. Children sit at tables to eat their snack and demonstrate good table manners. However, opportunities are missed to use this time to develop children's social and communication skills further by ensuring that an adult sits with them to initiate and support conversation. Children are offered an excellent variety of fruits at snack time, in addition to toast, crackers and other foods. Children are hungry after their day in school and eat their snacks with relish, often asking for second helpings of fruit. This makes a good contribution to the development of healthy lifestyles.

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