

Ropley Breakfast and After School Club

Inspection report for early years provision

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Inspector Louise Bonney

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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

Ropley Breakfast and After School Club registered in 2008. It is one of two settings run by the trustees of Alresford Youth Association and operates from Ropley Church of England Primary School in Ropley, Hampshire. The setting is open to pupils of the school and has the use of the T-section and hall, within the school and the school grounds.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is registered for 24 children under eight years and currently has 18 children on roll, of these two are in the early years age range. The club operates Monday to Friday during term-time only. It opens before school from 7.30am until 8.45am and after school from 3.00pm until 6.00pm. Children attend for a variety of sessions.

There are currently five members of staff who routinely work with the children, all but one are qualified at level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Action has been taken to improve the club. The newly appointed manager is keen to introduce new ideas, showing sufficient capacity to maintain its development. Children receive support from staff who are mostly trained to level 3. Although, staff appraisals are not carried out regularly to further support their professional development. Children have enough activities, but staff do not plan how to further develop their interests, and systems for informing parents about activities are basic. Children are safeguarded through hazards being reduced and appropriate recruitment procedures being implemented. However, risk assessment records are not signed and dated as required by the welfare requirements. Good partnerships with school staff make a strong contribution to children's well-being, and staff provide a friendly service for parents, which supports continuity of care for the children.

What steps need to be taken to improve provision further?

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

- ensure the record of risk assessment clearly states when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation).

08/08/2011

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

- carry out regular staff appraisals to identify the training needs of staff; apply a programme of continuing professional development so these needs are met
- use observations about children's interests and abilities, to plan and resource a challenging environment where children's play can be supported and extended further
- develop the two-way flow of information with parents further, to include more regular information about the activities children participate in.

The effectiveness of leadership and management of the early years provision

The leadership team develop policies and procedures that support the children's welfare. They carry out risk assessments and reduce hazards sufficiently, and quickly check with school staff or parents if children do not arrive as expected. However, staff do not sign and date the record of risk assessment. This breaches the welfare requirements. Leaders follow appropriate recruitment procedures, and all staff have undergone suitability checks and had an induction. This supports children's safety. Staff attend safeguarding training and understand the issues and procedures to follow, if they have concerns about a child's welfare. The good partnership staff have established with the school ensure that there is appropriate sharing of information which makes a strong contribution to children's well-being.

Staff demonstrate sufficient capacity to maintain the development of the club. Following the last inspection, action has been taken to improve the records kept, which supports children's welfare. Children access a suitable range of resources and more are now available when playing outside. Staff seek children's views and a healthier range of snacks has successfully been introduced. The new manager shows drive and is keen to introduce new ideas and develop the club. Future areas identified for development include; creating a cosy corner indoors, where children can relax comfortably and establishing planning systems, in order to develop the range of activities available. Staff attend some training workshops and introduce new ideas, such as making dens or using natural resources found outside for art projects. Most staff have level 3 qualifications, but staff appraisals have not been carried out for some time. This does not help them identify their own strengths and areas for development.

Parents receive information about the club, through the club's notice board and handbook. Staff seek information from parents and liaise with school staff, to ensure children's individual needs are identified and met. Welcome signs are in various languages and resources reflect diversity, providing an environment welcoming to all. Staff provide a friendly service and greet parents at handover, providing regular opportunities to exchange information. Staff seek and value feedback from parents each year, most of which is very positive, and act upon suggestions made, such as the increase of resources available for outdoor play. Children are involved in making some decisions about the club, but staff do not engage them in planning how to further develop their interests. Parents new to the

club see photographs of activities and discuss the provision with staff, but there is no display of activities or planning to keep them informed. No children currently receive support from others, such as childminders or therapists, but staff are aware of the need to liaise with them if they do.

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

Children show they are comfortable on arrival, as they quickly put away their bags and are made welcome by staff. Staff know what children most enjoy playing with, and involve them in selecting activities from the store as they set up. This promotes children's independence as they make choices. Staff vary in how effectively they support children's activities. Some talk to quieter children and draw them out, helping them gain confidence and to link up with other children as they develop their play. Others are friendly, but tend to supervise activities rather than extend or develop them.

Children follow their interests, such as when imaginatively drawing 'monsters' and dressing up. Staff do not stereotype, as children choose whether to be a 'fairy' or 'monster' and all enjoy kicking footballs, developing their physical skills. Children ask their key worker for help when they want to write a message on a book they have made for a friend, who sounds out the letters and praises their efforts as they write. This boosts their self-esteem.

Children do activities that reflect their own culture, and use resources that reflect diversity. This provides opportunities for discussions about similarities and differences. The manager knows children are learning Spanish in class, and provides related books from the local library. However, there is generally not very much extension of children's interests through discussions with staff, about ideas or the provision of additional resources. This leads to satisfactory outcomes in their learning and development.

Children show they feel safe and behave appropriately. They help identify the club rules and know to ask staff before leaving their activity area. They use tools carefully and safely, such as when spreading their crackers or cutting fruit with knives. Children develop friendships with others as they play, and any minor disputes are quickly resolved, sometimes after they seek support from staff. Children respond to adults' requests, and help tidy away resources when they come in to eat. Children develop a sense of belonging as their key worker helps them settle and supports their activities, or as they help make decisions about what food should be bought, or which activities to set out. Children follow appropriate hygiene routines and play outside energetically on the field or playground, using school equipment such as hoops and balls. Drinking water is always available to the children and healthy food is provided. For example, food like wholegrain cereals, cheese, crackers, and various types of fruit including pineapple, following a child's request. Children have their allergies and dietary requirements taken into account 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	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	2
The effectiveness of the setting's engagement with parents and carers	3

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	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: Met

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