

Hawkesbury After School Club

Inspection report for early years provision

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Inspector Hilary Tierney

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Type of setting Childcare - Non-Domestic

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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

Hawkesbury After School Club has been operating for 11 years and re-registered as a charitable company in 2011. The afterschool club is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The club is run by a committee of parents. The club operates from several rooms within the primary school in Hawkesbury Upton. Children have access to a secure and enclosed outdoor play area.

The group is registered for a maximum of 24 children under eight years at any one time, all of whom may be in the early years age group. The club is open Monday to Thursday from 2.30pm to 6pm, during term times only. Children between the ages of four to 11 years attend from the local school. There are currently 36 children on roll who regularly use the setting. Of these, six children are in the early years age group. There are another 10 children on roll who use the provision on an occasional basis. Children are welcome to attend from other local primary schools.

Currently, a team of three staff work with the children. All of whom have appropriate childcare qualifications. The afterschool club staff work closely with the school staff and are able to support pupils with special educational needs and/or disabilities and any children that may attend who are learning to speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children show they are very happy and comfortable at the afterschool club. They demonstrate that they feel safe on the premises, although access to the outside space is not always available when children request it. Staff maintain most documentation to safeguard children and promote their welfare; however, evidence of public liability insurance is not available, which is an unmet legal requirement. Detailed information is shared between staff and parents at the end of the day, and staff develop close links with the school using regular information exchanges to support children's care and learning. The self-evaluation process clearly identifies areas for development, demonstrating the staff's commitment to drive improvement for the future and enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure records are kept on the premises and are easily accessible and available for inspection by Ofsted, with

02/11/2011

particular reference to the public liability insurance certificate (Documentation).

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

- extend children's development as independent learners by making greater use of the outdoor areas, in order to fully meet children's requests and needs.

The effectiveness of leadership and management of the early years provision

Staff have a clear understanding about safeguarding procedures and what to do if they have any concerns about children in their care. Staff work closely with the school to ensure relevant information is shared as required. Detailed risk assessments are in place and contribute to the safe running of the setting. Clear accident records are kept and shared with parents on the day. All children are encouraged to sign into the club as they arrive from the school and parents sign their child out on collection. The staff have a good awareness about the security of the premises and regularly practise fire drills with the children. Documentation to safeguard children and promote their welfare is mostly maintained effectively. However, evidence of public liability insurance is not available, which is an unmet legal requirement.

Resources and activities are easily accessible and used effectively. These are interesting, well balanced and keep children fully occupied. Staff actively promote equality and diversity and demonstrate a good understanding about how they would offer support to children who have special educational needs and/or disabilities and those who are learning to speak English as an additional language that may attend. Good partnerships with parents have developed. Regular information is shared between the staff and parents and carers when they collect their children. Links with the school are strong and regularly information is shared between the club and school staff members. This positive communication ensures consistency when dealing with children's behaviour and any concerns staff may have about children. The club staff regularly share children's observations and assessments with the school staff and parents. This helps all adults contribute to children's learning and development.

An effective system of self-evaluation enables staff to monitor and assess practice and make improvements, following suggestions from staff, parents and children. For example, parents and children are encouraged to complete questionnaires regularly and their suggestions are considered by staff and implemented if possible. This is the first inspection since the club changed to a charitable company. The staff have worked hard together to implement changes which have included the restriction of television use and playing video games. Staff work well together. They are committed to provide good quality childcare and to ensure all children are happy in the club.

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

Children obviously thoroughly enjoy their time at the setting. They greet the staff on arrival into the rooms and talk about what they have done at school that day. Children settle quickly into their play, selecting the activities they would like to do. For example, some children help staff get out role play equipment and games, while others make a den using tables, bean bags and large blankets. Children really enjoy climbing under the tables and organise role play. They demonstrate good relationships with their peers as they interact and laugh with each other during play. Children have also developed positive relationships with the club staff. They make friends, are active learners and obviously feel safe and secure on the premises.

Younger children are fairly new to the club and have settled well into the routine. They understand they can select resources for themselves and are starting to interact with the older children as they play. For example, a group of children sit together on the floor making construction models. The older children help the younger ones find pieces they want and make suggestions about the way they can make the model. Children are proud of their creations, carefully carrying finished models to display in a safe corner of the room. Staff are sensitive to children's individual needs and they encourage the new younger children to interact, make friends and play with puzzles or jigsaws. Children are comfortable in their surroundings and with the staff. They are well behaved and understand the club rules. Consistency is ensured between school and the club as the staff regularly exchange information.

Children understand about healthy lifestyles and enjoy snack time. They wash their hands before snacks and the older children help the younger children pour their drinks. All children sit together for a snack which is a very sociable time. Children have healthy snacks provided which they enjoy. Children are encouraged to help wash up their plates and cups after snack time, developing their independence. Children are able to access outside areas, although during the inspection children asked if they could go outside and were told this would be after snack time. However, on this occasion, they did not. Nonetheless, the school hall was used by some children with a member of staff to play ball games.

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

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| 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

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| 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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| 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

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| 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

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