

# The Afterschool Club Ltd

Inspection report for early years provision

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**Unique reference number**

EY356000

**Inspection date**

20/10/2011

**Inspector**

Suman Willis

**Setting address**

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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**

The Afterschool Club opened in 2007 and is one of three clubs run by the 'The Afterschool Club Ltd' which was established in the area in 1997. The club runs from a community hall in Rickmansworth, Hertfordshire and the premises consists of one hall, a kitchen and toilet facilities. The club have the use of a fenced off area for outdoor play.

The club operates five days a week during term time from 7.30am to 9am and from 3pm to 6pm. The playscheme facility is offered at their other venue 'The Cloisters'.

The After School Club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 55 children on the Early Years Register may attend at any one time. Currently, there are 54 children on roll aged from four to 11 years. The club makes provision for children with special educational needs and/or disabilities and for those who speak English as an additional language.

A team of 13 staff work with the children; eight are qualified in Playwork at Levels 2 and 3.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are making good progress in their learning and development. The links formed between the after school club and schools are mostly good. Partnership between parents, carers and the club is strong and ensures that children's individual care and learning needs are fully met. The after school club is efficiently run and very well organised. The club values comments from parents, carers and children and involves them well in evaluating their practice. This enables the club to make continuous improvements to their practice.

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

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

- continue to develop partnership between the setting and all schools.

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

Children are safeguarded and well-protected in the setting because all staff are appropriately checked to ensure that they are suitable to work with children. All staff have a sound understanding of the group's safeguarding policy. Staff are

familiar with the local safeguarding policies and know what to do if they had concerns about a child. Daily risk assessments ensure that children's safety is given priority. Fire drills are routinely practised enabling children to evacuate quickly in an emergency. Children's health and hygiene levels are well-maintained as staff use disinfectant sprays to clean tables before and after use. All staff are first-aid trained and the first-aid box is regularly checked to ensure that the contents are appropriate. Therefore, children are able to participate in a wide range of activities, free from harm, which helps to promote their development.

The staff who work with children in the Early Years Foundation Stage age group have a good knowledge of the early learning goals and use this well to support the children. For example, each child is allocated a key worker which helps them to feel secure and build links with others. Children are given ample opportunities to participate in a broad range of activities because the environment is well-organised and staff are appropriately deployed to provide support and guidance to all children. Good links have been formed with some schools and this helps to provide continuity of care and children feel secure. However, as this is not consistent with all schools, some children's welfare and learning needs are not fully promoted. The group leader is pro-active in working closely with parents and carers. The club welcomes feedback from parents about their provision. Therefore, everyone's views are valued and the information is used effectively to highlight the group's strengths and weaknesses and set targets for the future. Previous recommendations, such as, reviewing the organisation of paperwork for the efficient running of the group have been promptly addressed. This ensures that all documents are effective in promoting children's care, learning and play.

The club fully supports all children and values their individuality. They work closely with parents who provide valuable information about the children. This enables the staff to meet the individual needs of all children and provide additional support where appropriate. A wide range of activities are planned around festivals to ensure that staff help children to understand and develop their knowledge of the diverse society in which we live.

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

Children arrive happy and settle with ease. They feel safe, secure and develop a sense of belonging in the setting because they are familiar with the routine. They stay safe as staff set clear boundaries that are easy for children to understand. Children are developing good hygiene practices as they routinely use disinfectant hand gels before meals. They eat healthy snacks and enjoy tucking into sandwiches and fresh fruit, which they help themselves to. Children participate in good activities to develop their understanding of managing accidents. For example, they pretend to be first aiders as they use bandages within their imaginary play. Children have regular fresh air as they walk from school to the club and when they play in a secure outdoor play area. They routinely use bikes and scooters and demonstrate their skills proudly. Children enjoy learning to use hoops as they attempt to spin them round their waists. Consequently, children develop good

large muscle skills. They participate well in building with small construction toys, drawing and making collage which helps to develop their small manipulative skills. Consequently, children remain healthy which helps them to participate fully in all activities.

Children are offered a good range of activities which are appropriately planned to enable all children to learn and develop at their own level. Children's progress is appropriately monitored to ensure that they continue to make good progress in all areas of learning. Activities are often linked to the schools' themes which enable children to extend their knowledge and build on what they are learning at school. Children have access to a good range of books in a cosy area and staff are at hand to offer support with their homework. They skilfully sort through small construction play people and put them into groups before playing with them. For example, faces are separated from bodies before the children decide about their 'warrior's' clothing and armour. They are creative as they draw pictures and make dens. Children are developing very good hand and eye co-ordination as they use the pool table. They are excited and participate joyfully and develop new skills when introduced to a new floor game which tests their understanding of time and speed. This helps children to make good progress in all areas of learning.

Children develop a very good understanding of their community as they walk to and from school and the club. They learn about the wider world through various activities, such as, Shrove Tuesday and Chinese New Year. Children have easy access to a set of computers which they use skilfully to play various games on. Children are very well behaved and are polite to each other and staff. They have made firm friends at the club and play well together. Children queue patiently and safely as they wait to go outside for play. Older children happily help younger ones and encourage them to join in, demonstrating that they are developing very good skills for the future.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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