

Swallowfield After School Club

Inspection report for early years provision

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Inspector

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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

Swallowfield After School Club opened in 2011 and is run by a private provider. It operates from a purpose-built building within the grounds of Swallowfield Lower School, Woburn Sands, near Milton Keynes. The setting is accessible to all children and there is a fully enclosed outdoor play area.

The setting is open each weekday during term time only and sessions are from 3.15pm to 6pm. It is registered on the Early Years Register to provide 32 places and there are currently eight children attending who are within this age group. The setting serves children attending Swallowfield Lower School and maintains close links with the school.

The setting is also registered to offer care to children aged over five years. This provision is registered by Ofsted on both the voluntary and compulsory parts of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. There are currently 14 children on roll in this age range.

The setting employs eight members of childcare staff. Of these, one holds an appropriate early years qualification at level 2 and four at level 3 or above. Two are currently working towards a qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting implements effective self-evaluation procedures to support the continuous review of their practice and to aid them in prioritising improvements. They can therefore offer a service which is responsive to children's needs. Staff work well with parents and carers, enabling them to obtain a thorough understanding of each child's needs and to ensure that these are consistently met and children are offered appropriate support in order to be meaningfully included. Staff feed children's individual interests into the activity planning, ensuring that the activities capture children's interest and enhance their enjoyment and learning. Good procedures for safeguarding children and promoting their safety mean that their welfare is promoted and they are able to play in a safe, secure environment.

What steps need to be taken to improve provision further?

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

- develop further the use of the outdoor play area
- improve the systems for organisation of the setting by developing the use of self-evaluation to support ongoing improvements.

The effectiveness of leadership and management of the early years provision

The setting implements thorough safeguarding procedures, ensuring that children's welfare is consistently promoted. A clear policy and additional staff training further support this area and enable staff to work together to protect children. Robust checks are carried out to ensure the suitability of all staff. Thorough risk assessments and daily checks mean that hazards are reduced and children's safety is promoted. Good daily practice and ongoing explanations from staff mean that children are developing a thorough awareness of safety issues. For example, when new resources are introduced, staff and children discuss the safe use of these.

The manager and staff are enthusiastic about reviewing and developing the setting's practice. The appropriate prioritisation of improvements means that effective changes are made and the outcomes for children are continuously improving. For example, recent changes include the introduction of visual aids around the room, promoting children's free choice relating to resources and play areas. Although there are clear plans for the future development of the setting, the self-evaluation process is not fully utilised to inform the overall review of daily practice and to evaluate the impact of changes made. The building and resources are used efficiently to promote children's learning and development. For example, the main play area is well organised, with a range of accessible resources, enabling children to make independent choices about their play.

Staff demonstrate a good understanding of anti-discriminatory practice, treating each child as an individual. They review their policies and daily procedures to ensure that their childcare service is inclusive to all children and their families. Staff work with parents and carers to obtain a thorough understanding of each child's needs and interests, using this information to help ensure that their individual needs are consistently met. Children's self-esteem and sense of belonging are promoted as staff consult them about activities and resources. Good communication procedures mean that parents are well informed of their child's progress and activities, and the setting works well with others caring for the children. For example, each child has a 'learning journey' which is shared with parents and the school. This ensures that children's care is consistent and the setting is able to provide activities that complement those offered at school.

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

The thoughtful planning and staff's clear understanding of children's needs after a busy day at school mean that children are offered well-balanced opportunities to relax, have fun and participate in a range of activities that support their learning and development. This is underpinned by staff's good knowledge of the Early Years Foundation Stage and their commitment to including children's interests in the planning. Children's safety is prioritised and their behaviour shows that they feel secure. For example, they are keen to explore the resources and make independent choices about their play. They are therefore supported in taking an

active role in their learning and are developing positive attitudes to this.

Good staff interaction with children extends and enhances their play. For example, when children listen to different types of music on the radio, staff members encourage them to describe this, going on to introduce a box of musical instruments; children become engrossed as they identify the different instruments they can hear within the music, finding these in the box and playing in time to the rhythm. This thoughtful staff interaction also means that children are encouraged to solve simple problems as they play and as part of their routine. For example, children work out how many children and staff are present in order to establish the total number of places to set for tea, dividing this by the number of tables they intend to use.

Toys and equipment are generally accessible, enabling children to make independent choices about their play. For example, their understanding of information and communication technology is extended and they develop skills for the future as they explore compact disc players, headphones and radios. The thoughtful provision of additional resources means that children have opportunities to explore and experiment. For example, children use magnifying glasses, magnets and a kaleidoscope. Children are offered an adequate range of outdoor opportunities. For example, they sit outside to draw their own illustrations of autumn trees and foliage. However, the outdoor area is not fully utilised to offer children an extended range of opportunities.

Good planning and liaison with the school means that children have opportunities to develop their learning further. For example, after noting that some children are covering a topic relating to the weather, staff provide additional resources, such as weather charts, to support this. Children's understanding of the relevance of healthy practices is promoted. For example, their awareness of the relevance of healthy eating is extended as they discuss this at snack time, referring to colourful posters and displays to reinforce their knowledge.

The consistent approach to behaviour management means that children are supported in developing their understanding of appropriate behaviour. Staff offer children explanations and encourage them to share and organise turn taking. Children's awareness of diversity is promoted as they access relevant resources and participate in activities and discussions. For example, while eating tea, they listen to music from around the world, discussing the variety of music and the different countries. The good procedures for working with parents and other professionals mean that staff are able to adapt activities and offer appropriate support to children who speak English as an additional language and those who have special educational needs and/or disabilities.

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	3

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	3
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	3
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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