

# The After School Kids Club (Addlestone)

Inspection report for early years provision

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<b>Unique reference number</b>	EY276687
<b>Inspection date</b>	14/11/2011
<b>Inspector</b>	Mary Chambers
<b>Setting address</b>	Parish Centre, Holy Family Church, Spinney Oak, Ongar Hill, Addlestone, Surrey, KT15 1BP
<b>Telephone number</b>	079809 56894
<b>Email</b>	07900 436 791
<b>Type of setting</b>	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 After School Kids Club (Addlestone) registered in 2004. It operates from the parish centre building of Holy Family Church in Addlestone, Surrey. It is privately owned and managed. Children have the use of a hall, with toilet and kitchen facilities available in the building. Outside play facilities belonging to the local school are available for the children to use. The club serves families from the two local schools. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for 32 children in the early years age group at any one time, of whom no more than two may be under four years old, again, at any one time. Currently, the club has 70 children on roll, of whom two are in the early years age group. Children can attend for a variety of sessions during the week. The club opens five days a week during school term times. Sessions are from 3pm until 4.50pm on a Monday and from 3pm until 5.50pm on a Tuesday to Friday. The two owners, who also manage the club, employ eight staff on a part-time basis. Both the owners and four other staff hold appropriate play-work or early years qualifications. The club receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Outcomes for the children are good and the atmosphere within the club is happy and relaxed. An effective key person system is in place to provide for the well-being of children in the Early Years Foundation Stage. All policies and required documents are extremely well maintained and adhered to, successfully promoting the children's welfare. Safeguarding of children is thorough and given high priority by staff. Good self-evaluation systems are in place, and the club's staff team demonstrates a strong a strong capacity to continue on-going improvement to cater for the needs of individual children and their families. Overall, positive partnerships with parents and the children's schools enhance the quality of the care that the children receive.

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

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

- keep observational records to keep track of children's achievements and share these with the children's parents and other providers of the Early Years Foundation Stage that children attend.

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

A high priority is given to keeping children safe and promoting their welfare. Staff are well trained to recognise any child who may be at risk and know how to respond if there is a concern. Employment procedures are robust to check the suitability of staff who are actively supported to develop their knowledge and skills. All necessary records and documentation are in place and individually maintained to a high standard overall. Rigorous monitoring of staff records means required training is kept up to date. Staff are vigilant and implement a comprehensive programme of risk assessment in order to reduce hazards and keep the children safe.

Staff actively promote equality and diversity. They have a good knowledge of each child's background and needs. They value diversity and help the children to develop an understanding of our multi-racial society as they respond to different faith's festivals with craft, role play and food tasting sessions. Children have free access to the club's resources as they select their own play equipment. The regular use of indoor and outdoor environments enables children to find their own play spaces, so helping to meet their individual learning and development needs.

The club works hard to develop beneficial links with the local schools. Parents speak highly of the staff and feel well involved in their children's out-of-school care. Parents' views are taken into consideration by the club's organisers who introduced a week's holiday club, earlier this year, in response to parental requests. The management and staff have high aspirations for the quality of the provision but find it difficult to do all they wish on their current site. Nevertheless, they demonstrate rigorous monitoring and searching analysis of their provision through regular use of an excellent self-evaluation document. Additionally, the managers show they have implemented many improvements since the last inspection.

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

The children enjoy their time at the club and have fun in the company of adults. They benefit from the staff's detailed knowledge of their individual needs. This enables the children to build strong trusting relationships so they become confident and independent. The children enjoy a variety of activities both inside and out. Staff make informal observations of the children's activities, but have no specific systems to record children's progress.

Children are happy and relaxed as they have independent access to a good range of resources to develop their skills for the future. They benefit from the staff's enthusiasm, interaction and involvement in their chosen activities. Language

development is well fostered, as staff encourage the children to talk about their day as they collect them from school and walk to the club safely together. The children learn about the value of writing as they make cards for their parents and friends. The staff encourage the children to use the handwriting styles of the schools they attend, so complementing learning from other early years provisions. Their problem solving skills are encouraged well, for example, as they build dens from large construction sets in the grounds.

Children feel safe in the friendly, encouraging club environment. They adopt healthy life styles well, choosing to spend time out of doors in the fresh air. They eagerly select snacks from raw fruit and vegetables. This variety helps them learn about healthy eating. Good hygiene is encouraged and the children express their understanding of this during group time. The club has simple rules that are agreed with the children for the comfort and well- being of everyone. They behave well as they are interested and engaged throughout the club sessions.

## 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

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