

# Queen Eleanors After School Care

Inspection report for early years provision

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EY257536

**Inspection date**

12/12/2011

**Inspector**

Christine Clint

**Setting address**

Queen Eleanors Road, Guildford, Surrey, GU2 7SD

**Telephone number**

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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**

Queen Eleanors After School Care is privately owned. The club operates from premises within Queen Eleanors School in Onslow Village, close to Guildford in Surrey. The club is open to children attending the school and staff also collect children from two other nearby schools. Children use two adjoining classrooms with kitchen and toilet facilities. The school playground and the extended playing field are also available. The club is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 42 children under the age of eight years may attend. Of these, no more than 16 children may be in the early years age group. The club opens from 3pm to 6pm, Monday to Friday, during school term times only. Children can attend for a variety of sessions. There are currently 65 children on roll and six children are in the early years age group. The club has six members of staff including the provider. Of these, three staff hold appropriate early years qualifications at level 3. The club also employs a minibus driver for one school collection. Staff support and welcome children with special educational needs and/or disabilities and children who speak English as an additional language. The club receives support from the local early years network.

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

Overall the quality of the provision is good.

The after school club has made strong progress in evaluating the provision and implementing changes. There are high levels of organisation and a competent focus on meeting the regulations. The club demonstrates a good capacity to maintain continuous improvement. Children's safety and well-being is clearly prioritised at all times and they make good progress in their learning and development overall. There are well-developed relationships with parents and other carers overall to promote children's care and learning.

## **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 ongoing observational assessment to inform planning for each child's continuing development through play-based learning
- develop further links with parents and other providers of the Early Years Foundation Stage to ensure continuity and to promote the learning and progress of children attending.

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

The after school club has robust and efficiently organised systems in place for safeguarding children. This includes a thorough policy and procedure for referring any concerns and for managing any allegations against staff. All the policies and procedures are annually reviewed to ensure that the club is meeting the regulations. Staff show a strong knowledge and understanding of safeguarding children and key staff have attended training. Staff checking processes are diligently followed and documented to help ensure children's welfare and safety is maintained. The records of risk assessment are detailed and cover all areas of the provision, including collection from local schools by mini bus or by the walking bus. Children's safety is also prioritised because they now wear fluorescent jacket at all times when playing outside.

There are regular staff meetings to evaluate the strengths and weaknesses of the provision. Meeting minutes show that many changes have been implemented to drive improvements. For example, the free-flow choice of activities for children has increased and children have a resource book to enable a wider selection. The club has introduced a buddy system for younger children attending and this promotes their settling and encourages relationships to be formed.

The club provides a broad range of activities at every session and children's eager involvement shows they are motivated and interested to take part. Children choose activities and resources from when they arrive, because these are well prepared and available throughout the room. The club also promotes diversity and encourages all children to learn about the wider world. They celebrate festivals from other cultures and have a good variety of resources to reflect diversity. There is a well-developed ethos of inclusion and support for children and their families. Children often help and support each other and this increases their awareness and understanding of meeting the individual needs of others.

Parents are very satisfied with the provision and they know that children are happy and interested in the different daily activities. Parents are well informed about the regulations and responsibilities; all signed permission is in place and there is a good level of verbal exchange with staff. Parents can have trial sessions to settle children and there are high levels of continuity with families. The club has good lines of communication with the local schools where children attend. There are fully organised procedures and regular routines for daily collection. Close liaison with external agencies also supports and promotes children's individual needs. However, the links with parents and other carers are not fully used to enhance children's learning and development.

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

Children interact well and create a lively atmosphere when they arrive. They greet staff, know the routines of managing their own personal items and show independence and confidence. Children eagerly take part in a variety of activities. For example, some play air-hockey while others watch, counting the scores. Smaller groups of children find their favourite board games and begin to negotiate with each other, counting, deducting and taking turns. Some children are keen to read and take advantage of the quiet in the comfortable book corner. Others sit together drawing at the table, creating designs and using scissors to cut out shapes.

Children are very focused on eating and drinking as soon as they are settled. Staff are fully prepared for this and the snack table is well organised in advance. Children know they must wash their hands before making their own sandwiches and there are plenty of prepared raw vegetable sticks to accompany these. Children competently take responsibility when eating and know the routines for sitting down to eat and drink. They are also responsible for clearing away their plates and cups. Children are active and have many opportunities for physical play in the outdoor grounds. The club has a very wide variety of equipment for outdoor play and children often take their choice of activity outside to enjoy fresh air, space and freedom after school.

Children have established a high level of trust and reliability in the club staff; they strongly relate being safe, to having grown-ups around them. They also know they are within a school and this reinforces their feelings of safety. Children can immediately explain how they practise fire drills and this shows their participation and understanding. Children behave well and talk about the rules of the club. They have ownership of these and know where they are displayed for easy reference. Children play well together throughout the session showing that many friendships are established. There is a high ratio of staff to children and this enables staff to become involved with many different activities and to seek out and support any children who are quiet or playing alone. Staff show very appropriate skills of interaction and encouragement.

The systems for observational assessment are effective overall, although the systems to demonstrate children's next steps in learning are less clear. However, staff show a strong level of awareness regarding children's capability levels and they encourage learning and development through the activities provided. They plan in advance for individual children and organise suitable activities to meet children's level of development. Children are keen to cooperate. They join in the activities with enthusiasm, for example, playing the keyboard together and helping other children to join in. Children have strong communication skills and they continually share information and show interest in communication technology. They are keen to learn new skills and capably take part in using modelling clay to make Christmas decorations. They often enjoy cookery and staff introduce new ideas as well as cooking children's favourites. Children are clearly developing skills of curiosity and also show increasing concentration and perseverance. The

experiences provided help children to develop a good range of skills for their future learning.

## 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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