

Highfield 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

Highfield After School Club is an established committee run club which opened in its new premises in 2011. It operates from a Scout group building in the Portswood area of Southampton. All areas of the building are used for the club and there is also an outside area available for the children to use. The club is open each weekday from 3.15pm to 6pm during school term times. The club is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

A maximum of 20 children aged under eight years may attend the club at any one time. Children aged 8 and over may also attend the club. Children from the local infant and junior school use the club and are able to attend for a variety of sessions. The club employs 12 members of staff.

The club currently has 73 children on roll, of which 36 are aged under eight years and five in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled at the club, where they show a clear sense of belonging. They settle quickly into the daily routines and are able to enjoy a variety of activities. Staff value what children say and do, and ensure that children of all ages and abilities play together collaboratively, which helps children feel valued. Staff have good relationships with the parents and the schools, and as a result, children feel safe and secure during their time at the setting. Staff are evaluating the provision to identify any areas to develop including hygiene routines. They are committed to providing very good care for all children.

What steps need to be taken to improve provision further?

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

- ensure the good health of the children is promoted and the necessary steps taken to prevent the spread of infection, with particular regard to hand washing procedures at snack time.

The effectiveness of leadership and management of the early years provision

Staff organise the environment to ensure it is welcoming to the children. Risk assessments including a daily safety check take place, and the setting has a comprehensive range of policies and procedures in place, to ensure children's health and safety needs are well met. Staff have a good awareness of

safeguarding children and are fully aware of the procedures to follow in the event of any concerns being raised about a child. The leader and committee check all adults working with children are suitable to do so. Equality and diversity are promoted well. Staff support that children are provided with an inclusive environment and that they have access to a range of resources including some that reflect positive images of society. Although no formal systems are in place for self evaluation of the club, the leader, committee and staff are reflective and look at areas they can improve on in the club.

Parents are kept well informed about the club through daily chats to staff and the club's notice board. They complete various consent forms and provide information about their child's health and welfare needs to ensure children are cared for well and their individual needs are met. The club has good links with both the schools the children attend, and with the teachers of the children in the early years age group. Staff ensure the younger children have support while at the club.

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

Children develop warm relationships with the staff, they are encouraged to share and take turns and behaviour is good. Children confidently initiate their own play and ask for particular resources when needed. Staff introduce some planned activities to offer variety, including cooking activities, art and craft activities and team games. On the day of the inspection, the children were able to make their own pizzas, they enjoyed choosing the toppings, and then cooking them in the microwave. Staff also plan events at different times of year for different celebrations, including Chinese New Year, Easter and Christmas, which helps children learn about diversity. Children in the early years age group are supported by staff who, carry out observations to ensure they are meeting each child's learning needs. However, observations are not always made regularly enough for each child in the early years age group. This would keep staff informed of how well each child has settled and to inform the planning of their interests.

Children are able to relax and have fun after a busy day at school. One of the club's great strengths is the use of the outdoor area. Children really enjoy playing outdoors, where they are able to run around, climb, and play in the wooded area. Children also enjoy snack time, where they are able to choose what to eat from a variety of healthy and nutritious options including fruit, vegetables, bread, cheese and a variety of spreads. Children are generally encouraged in good hygiene routines and wash their hands under running water after using the toilet and after messy play. However, hand washing routines at snack time do not ensure children are washing their hands thoroughly and sharing a towel puts children at risk of cross infection. Staff understand the need to keep children safe and ensure they are able to play in a safe and secure environment. Staff explain the reasons for the rules, and gently remind children if they are doing something that could be unsafe. The daily register is kept up to date and staff sign the children in on arrival and parents sign them out when they collect them. Staff are skilled at knowing when to initiate activities and when to allow children to explore for themselves. They play

alongside children and take every opportunity to chat to the children about their day and what they are doing. As a result, staff get to know each child very well. Children play cooperatively together; older children are considerate and younger children enjoy playing and learning from them. This helps them to develop good levels of self esteem.

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	2

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	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

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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