

# The Ace Club - Osaahs LTD

Inspection report for early years provision

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**Unique reference number**

EY430273

**Inspection date**

18/01/2012

**Inspector**

Jane Nelson

**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 Ace Club - OSCAHS Ltd was registered in 2011. It is a privately owned provision and is one of four after school clubs operated by OSCAHS Ltd. The club provides after school care and operates from an open plan room on the first floor and the school hall on the ground floor, in Ashford Primary School, Ashford, Middlesex. There is access to an enclosed outdoor play area.

The after school club is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register, to care for 16 children under eight years, all of whom may be in the early years age group, and none of whom may be aged under 3 years at any one time. Care is also offered to children aged over eight years to 11 years. There are currently nine children in the early years age range on roll. The after school club operates each weekday from 3pm to 5.45pm, during term time only.

Two members of staff, including the manager, are employed and both hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time in the welcoming, homely atmosphere of the after school club. Their learning and development and, in particular, their social skills and self-confidence, are encouraged very well through the range of activities provided and social interaction that is encouraged. Self-evaluation is used effectively to identify and target most areas for future development, demonstrating a good commitment to ongoing improvement. Good relationships are built with parents and result in information being shared well. Effective links are made with the school in which the after school club is located. This results in aspects of the learning and routines children experience during their school day being supported and continued.

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

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

- develop the use of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- increase opportunities for to share information with parents about activities undertaken by the children; for example, through visits to view the setting, wall displays, photographs and examples of children's work .

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

Recruitment procedures are in place and implemented effectively to ensure staff are suitably experienced, vetted and qualification ratios are met. The required records, documentation, policies and procedures are maintained and well organised. The staff team understand their responsibilities regarding child protection issues and the procedures to follow if concerns arise or an allegation relating to a member of staff is made. The staff use risk assessments effectively to monitor safety issues and ensure they supervise children closely, particularly when collecting children from their classrooms after the school day.

The staff team enjoy their work and this is reflected in the sense of fun they generate and the happy environment which is created. A suitable range of play equipment is provided and stored appropriately in the space the after school club share with the school. The varied range of activities provided reflects individual children's interests and encourages all children's enjoyment and participation. The staff team interact very well with children, providing positive role models and encouraging enthusiasm, respect and promoting children's self confidence. They know the children well, and ensure that individual interests and choices are reflected in the planning and activities provided. For example, members of staff observe a certain interest, such as, children talking about and playing with cars, so make sure they provide a selection of cars and a familiar DVD. This provides reassurance for children while they settle into a new environment and gradually gain confidence in socialising and joining in with other activities. Diversity and the wider world are reflected in the range of resources children see and use daily.

Although the after school club is newly registered, self-evaluation is already being used effectively to monitor how things are progressing and target most areas for development. There is a clear vision for future development and ongoing improvement. For example, developing the range of equipment and potential changes to the premises with some reorganisation of space have been identified and the recruitment of a third member of staff is planned. Use is made of resources such as training and advice from the local authority. However self-evaluation is not yet fully extended to involve parents in the process.

Good relationships are built with parents who state they are very happy with the care provided. Information is shared daily and relevant information is passed on from the school. Additional information is provided via the after school club's website. Security arrangements in the school mean it is not possible for parents to come into the area where the after school club operates on a daily basis. This results in few opportunities for parents to see the after school club and the range of activities and experiences their children enjoy in operation. Good links are made with the school and result in learning and routines children experience during their school day being supported and continued. For example, the activities the after school club provides encourage reading, spelling, writing, and problem solving. Other school events are supported, such as, staff attending a school concert to

watch the children perform.

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

Children are confident, happy and have great fun relaxing and socialising with their friends and staff. They benefit from good interaction with friendly, supportive and caring staff. Children adapt with confidence to a new member of staff and refer to other members of staff as being fun. The mixed age range of older and younger children creates a family atmosphere as children continue friendships they make at school and build new ones. The varied range of activities that staff plan and provide reflect children's individual interests, encourage them to make choices and help children to relax at the end of their school day. Children's learning and development is very well supported, with particular emphasis on social development, increasing self-confidence and reinforcing a range of skills that children will use in later life.

Children arrive happy and greet staff as they are collected from their classrooms. A new member of staff covering for the day is introduced and children are soon confidently chatting to her. Children help staff to set out some equipment and are soon involved in their chosen activities. Children are consistently busy and interested in what they are doing which results in respectful, calm and good behaviour. Children listen to staff and each other, ask questions and for help when needed, share equipment and take turns with other resources. They lie comfortably on the floor playing with cars, sorting them into groups and lining them up, while other children construct a road track nearby. All children show interest in a creative activity and spend time drawing, writing and making their own models with feathers, pipe cleaners, strips of crepe paper and buttons. Children chat, giggle and laugh as they play, making jokes, telling one another and staff stories, and spelling out their name to the new member of staff. Children ask staff to have the cooker and play food out. They work in a small group, setting this out on the floor to operate a cafe, where they make and serve one another with drinks and food.

Children are ready for their snack tea which is used as a relaxed social time and focus for conversation. They rush to wash their hands and sit together round the table. They follow routines that encourage awareness of their own health, such as, hand washing before they eat their snack and eating fresh fruit as part of their daily snack. Independence and choice is encouraged as children choose what spread to have in their bread roll. They discuss who likes and doesn't like a savoury spread, and refer to the taste being too strong for them. Children make their own rolls and chat to one another as they eat. Children enjoy a physical play session in the school playground. They show awareness of their own safety by walking safely down the stairs to the playground, knowing the boundaries and staying near staff. Equipment such as balls and small parachutes are carried to the playground for children to use. They enjoy throwing and catching balls, wearing the parachutes over their heads, and excitedly participate in a game of chase.

## 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

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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