

# Kneesall After School Club

Inspection report for early years provision

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**Unique reference number** 253285  
**Inspection date** 22/03/2012  
**Inspector** Tina Garner

**Setting address** Kneesall Primary School, School Lane, Kneesall,  
Nottinghamshire, NG22 0AB

**Telephone number** 01623 861069

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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

Kneesall out of school club opened in 1997. It operates from the main school hall, adjoining classroom and foundation stage classroom in Kneesall Primary School. The group has access to toilets and an outdoor play area. Children attend from Kneesall and other schools in the surrounding areas.

The club is registered by Ofsted on the Early Years Register to provide 24 places. It is also registered on both the voluntary and compulsory parts of the Childcare Register. The club takes children from the age of 3 three up to the age of 11. There are currently 34 children on roll, of whom eight children are within the early years age range. Children attend for a variety of sessions each week, according to individual family need.

Opening hours are 7.30am to 8.30am and 3.30pm to 5.30pm during term time and from 8.00am to 5.30pm during the Easter holidays, summer holidays and every half-term.

Three staff work with the children, two of whom have relevant childcare qualifications and experience.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children share warm and friendly relationships with staff and their peers and, as a result, they are happy and settled at the club. They engage in a range of enjoyable activities which support their individual interests and learning needs. Staff generally have an adequate understanding of the Early Years Foundation Stage (EYFS) and how to support children's progress. Meaningful partnerships with parents have been established. The setting gives consideration to develop its practice through staff training; however systems of self-evaluation are not fully effective in identifying and implementing steps which promote improvement.

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

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

- develop the system of assessing and recording children's progress, clearly prioritising next steps for them to work towards in each of the six areas of learning and use the information to plan some practical play activities to help each child reach their full potential
- promote the good health of the children with regard to developing children's personal hygiene routines to prevent the spread of infection
- develop systems for self-evaluation to identify strengths and weaknesses and implement plans which bring about further improvement.

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

Children are appropriately safeguarded. Staff have a sound understanding of their roles and responsibilities for protecting children in their care. This includes their duty to record and report any concerns and to share the club's safeguarding policy with parents on admission. Effective recruitment, vetting and selection procedures are in place, which ensures children are cared for by suitable adults. Staff hold up-to-date first aid qualifications, ensuring they can respond appropriately in the event of an accident. Risk assessments and daily checks are completed, ensuring risks to children are minimised. Written fire evacuation procedures are in place and staff ensure that children practise fire drills. Written policies and procedures are in place for the effective running of the club. Staff routinely verify the identity of all visitors and have effective procedures in place for the safe arrival and collection of children. The deployment of resources is generally good. For example, available space is used appropriately to support the children's individual needs, while staff are deployed successfully to ensure children are supervised safely at all times. Staff are positive role models. They are friendly, calm and supportive. They warmly interact with the children during play and respond to their individual needs and, as a result, children feel safe and secure. Staff work well as a team and have a good understanding of their roles and responsibilities. Systems for monitoring and evaluating the quality of the service provided are in place, although, these are not yet fully effective in identifying and implementing steps which promote all relevant improvements. Recommendations made at the last inspection have been successfully addressed.

Staff actively promote equality and diversity and ensure that all children are fully integrated into the club. Meaningful partnerships with parents and carers have been established. There is a regular exchange of information and staff keep parents up-to-date about aspects of children's care and progress. Feedback from parents during the inspection is very positive. They say that their children are happy, kept safe and enjoy a wide range of activities during their time at the club. They also comment on the friendly and approachable staff, who are flexible in meeting the needs of both their children and family commitments. Staff are aware of the importance of working in partnership with other providers of the Early Years Foundation Stage framework and links with other early years professionals at the host school are developing.

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

Children benefit from a welcoming environment. They are busy, interested and fully engaged. Staff are calm and spend quality time interacting and supporting children and as a result, children clearly enjoy attending the club. All required documentation is completed on the child's admission which records children's individual care needs. Consequently, children are cared for according to their parents' wishes. All children are valued and treated with equal concern, with any

specific requirements being met sensitively through discussion with parents. Staff know the children well. They use information gained to support children's individual needs and interests. However, systems for observing and assessing children's development have not been fully developed in order to ensure that children's next steps are fully understood and used to inform planning and so ensure their progress is maximised. Children's contributions within the club are valued and their sense of belonging is fostered well. For example, children are familiar with the daily routines and look forward to meeting up with their friends. They access a successful range of activities and games that have been put out in readiness for them. This allows children to make choices and follow their own interests. They are also aware of what other resources are available and confidently ask staff for help and support in setting up activities. For example, One group choose to explore the doctor's equipment in the role play area, while others choose to make tea and play with the dolls. At the creative table children enjoy drawing and colouring. Children are proud of their own achievements and proudly show staff their finished work. Children also access a range of threading materials, board games and sorting resources which support their learning and interests. Children enjoy table tennis games, taking turns to play and keep score. Children play well independently and with their peers and show respect for each other. Older children in the group are aware of the younger children's needs, and they are caring and offer support when needed. Children have good opportunities to develop their physical skills and have daily access to the outdoor areas. They relish being outdoors in the fresh air where they engage in a wide range of activities. For example, they thoroughly enjoy playing with Frisbees, bats, balls and hoops, and enjoy team games, such as rounders and football. Children also have enormous fun as they engage in a wide range of activities such as tent building and outdoor water fights. Children's behaviour in the club is generally good. They grow in confidence and self-esteem because they are treated with respect and because staff give regular praise, encouragement and support. Children learn to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, staff remind children to use equipment safely and support them as they engage in emergency evacuation drills. They develop an understanding of diversity as staff encourage positive, open discussion about people's similarities and differences and as they recognise and celebrate festivals throughout the year. However, their understanding of good hygiene practices is not fully reinforced as staff do not always remind children to wash their hands before and after eating.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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