

Cirencester After School & Holiday Club Ltd

Inspection report for early years provision

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Inspector	Angela Cole
Setting address	Cirencester Infant School, Victoria Road, CIRENCESTER, Gloucestershire, GL7 1EX
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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

Cirencester After School and Holiday Club moved to its site at the Cirencester Primary School in 2011. Children have access to the school playground, field, breakfast club room, hall and toilets. The club operates all year round, except for a week at the end of the year. It is open from 3.15pm to 6pm during term time and from 8am to 6pm during each school holiday. The club is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is registered to provide care for 35 children under eight years of age at any one time; of these, 15 may be aged from four years to the end of the early years age group. There are currently seven children in the early years age group on roll. The group also takes older children and those over the age of eight years. Children attend from the primary school on site and there is a collection service from Powell's Primary School. There are six staff working with the children. Of these, four are qualified in early years and/or playwork and two are working towards an initial or further qualification. Operational links are in place with the school on whose site the club is located.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club staff well embrace the Early Years Foundation Stage ethos to offer a wide range of interesting experiences for children out of school. Support for children's play, development and learning is good in a calm and relaxed atmosphere where children of varying ages enjoying one another's company. The established key person system enables children to be warmly welcomed and skilfully settled so they are effectively included and their needs are well met. All policies, documents and procedures are up-to-date though some systems, such as accessible storage, are still being put into place. Well established partnerships with parents and schools that children attend effectively enhance the quality of care and staff demonstrate good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- extend the storage so that more equipment can be easily and quickly accessed for use by children whenever it is required.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of the need to protect children and of how to respond to any concern about a child. They conscientiously update their knowledge

regarding child protection procedures and good arrangements are in place to protect children from people who are not vetted. Security arrangements on the school premises are strong and staff reduce hazards for children through detailed, daily, premise checks that are supported by regular review. Policies and procedures are available to parents and carers at all times and the management checks these annually. Other documentation, including that which supports children's health care, is consistently completed and updated.

The staff work well together as a team and are clear about their roles and responsibilities. For example, the key persons who collect children from the schools know them well. They liaise closely with their parents, school teachers and any other agencies involved in children's well-being. This effectively supports the consistency of care and sharing of information about children's interests and what they do. Parents receive detailed information about the club's flexible service through regular news letters, website and daily conversation. They feel well involved in their children's play and development and appreciate the friendly rapport that staff establish with families. They are well aware of the enjoyment their children experience through the wide range of stimulating activities and experiences made available at the club.

The hands-on management of the club is effective with high expectations communicated to staff and careful reflection on practice. The leader undertakes written self-evaluation with staff, parents' and children's comments being valued to identify the strengths and what areas they can improve. For example, staff's professional development is well promoted and, when child protection training is renewed, the manager intends to complete an enhanced course. Overall, staff effectively manage the club's resources and the school physical equipment that is made available to them. Children make good use of these for their own ideas though storage has yet to be made fully accessible to them. All children enjoy the responsibility of managing their time at the club. Their views are valued and staff consult them on activities to be offered and topics to be organised. Staff well promote equality and diversity with good outcomes for children. As a result, children are making effective progress in their understanding that, although everyone is different, all are equally important.

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

Children enjoy their time at the club and have fun in the company of staff and children of different ages. They demonstrate consideration for others and older children present have a positive impact upon the care of younger children. They are sensitive to their needs and happily include them in their play and conversation, for example, when creating Easter pictures. Staff encourage children to join sociable groups in which, for example, they choose and listen to stories to help them settle and interact considerately. Children effectively learn about the importance of being healthy. Good personal hygiene practice is promoted as children know to wash before they eat and are, usually, supervised do so with care. They choose from ample quantities of the nutritious food offered for after-

school snacks, including a bowl of fruit and vegetables. A choice of drinks is readily available throughout each session so that they do not become thirsty. They enjoy sessions involving cooking and tasting different foods, such as Japanese sushi.

Children eagerly choose to play with items from the range of activities available and are welcome to ask for other resources that they need. Staff regularly observe each child's activities to offer good support for their progress. Children help to create attractive, photographic records to analyse the areas of learning covered and for staff to be aware of their next steps. Planning includes suggestions that children offer to build upon their ideas and interests. For example, they request tiny beads to create patterned mobiles that they display on the art board. Children acquire good skills for the future. They spontaneously engage in conversations and in activities that involve drawing, writing and spelling their names. They recognise high numbers as they join in games of 'bingo'. They confidently pose problems for themselves when combining the parts for animal, finger puppets. Children enjoy seasonal and spontaneous learning opportunities, for example, to print with autumn leaves and to make 'snow angels'. Open-ended holiday club themes, including 'pirates and mermaids', are well used as starting points for children's ideas. Children concentrate well on their chosen play. This includes computer-based and boxed games and construction of complex models. Children become engrossed in their role play, for example, with small figures, when acting out charades and playing at 'being teachers'.

Children feel safe as they come from nearby classrooms to the club area and appointed 'buddies' conscientiously support newcomers. They enjoy daily, outdoor activities and chilling out in the playground areas. They learn to keep themselves safe during energetic activities, such as skipping and group games, including football. Staff support children well to think of safety as they participate in challenging activities that present elements of risk, including bouncing on 'space hoppers'. They regularly practise fire drills so that they know how to respond in an emergency. Children behave well because they are interested and engaged throughout the club sessions. They are clear about boundaries, willing to help and take turns and use good manners as a matter of course.

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

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