

The After School Club

Inspection report for early years provision

Unique reference number

EY434307

Inspection date

23/04/2012

Inspector

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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 After School Club registered in 2011 and is managed as a private partnership. It previously operated as Little Sandhurst After School Club. The club operates from premises in the grounds of New Scotland Hill School in Sandhurst in Berkshire. It is open each weekday from 3.15pm to 6pm term time only. Children have access to a large self-contained room and extensive outdoor areas. There are suitable toilet and kitchen facilities available. Children attend from New Scotland Hill School and St. Michael's C of E Primary School. Children who attend St. Michaels are transported to the after school club by mini-bus.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children under eight years of age may attend at any one time. There are currently 46 children on roll, aged from four to 11 years; of these nine are in the early years age range. The club welcomes children with special educational needs and/or disabilities, and children who speak English as an additional language. A total of five members of staff work with the children. Both managers hold Level 3 qualifications and two other staff members are qualified to Level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy themselves and have fun in a warm and welcoming environment. They are well cared for and have their learning and development needs met well overall through play. Children make choices about how they spend their time although the organisation of some resources and use of space does not yet fully support this. The club has recently moved into new premises and staff are still assessing the best way to organise this. Staff foster successful partnerships with parents and other parties involved with children. There are systems in place to drive continued improvement.

What steps need to be taken to improve provision further?

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

- review the environment to include quiet places or dens where children can relax and create an attractive book corner where children and adults can enjoy looking at books
- consider ways of promoting children's awareness of the range of toys and resources that are available to them to further promote choice and independence.

The effectiveness of leadership and management of the early years provision

Staff have a secure understanding of safeguarding issues and the action they must take if they have any concerns about a child. They undertake risk assessments to identify and manage potential hazards, which means children are accommodated in a safe and secure environment. Management undertakes checks to ensure the suitability of staff working with children. All required records and policies and procedures are in place. These measures contribute to the overall safety of the children who attend.

The club's new premises are spacious with good levels of natural light. Staff have to set up and clear away each day and they are in the process of considering how they can best organise the room. The addition of some new screens, for example, break up space and create different zones. However, on the day of the inspection there were no quiet places or dens for children to relax in. A broad range of resources are available.

Staff welcome all children warmly and treat everyone with equal concern. Parents are encouraged to share their knowledge about their children, which means that staff have a good understanding of individual needs. Children are not restricted in their choice of activity and children themselves, accept one another's decisions as to how they spend their time. They learn about similarities and differences through the celebration of different festivals and traditions. Resources reflect positive images of diversity.

Relaxed, friendly relationships exist between parents and staff. Staff spend time chatting to them and nobody is hurried away. Parents are well informed about the club through the issue of policies and procedures. Regular newsletters offer an ongoing commentary on specific activities children have taken part in and plans for the future. Parents are positive in their assessment of the club. They comment on the flexibility of staff, the balance of activities and note that it is continually improving. Others indicate that their 'children love it.'

The club has devised effective systems for working in partnership with the schools the children attend. This benefits children because there is a coherent and shared approach to promoting their care, learning and any extended support.

Leadership and management is good. There is a clear commitment to driving improvement through a reflective approach. Management is very aware of the strengths of the club and has identified some specific areas for development. These are likely to enhance the existing provision. The views of staff, children and parents are valued; these are sought through discussion and the issue of questionnaires. Management is in the process of extending further its existing self-evaluation processes so that priorities can be reviewed regularly.

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

Management is keen that the club is not regarded as an extension of the school day and they are successful in achieving this. Children settle very quickly on arrival and make themselves at home. The atmosphere is lively, characterised by the buzz of conversation and busy, well-occupied children. They enjoy good relationships with staff and get on well with their peers. Children have the opportunity to mix with others of different ages and from two different schools. This promotes their personal and social skills effectively. Sessions are child-led and staff facilitate children's explorations. Art and crafts are especially popular as are interactive dance and sports games. Other children enjoy building with construction toys. Children have some opportunity to choose their own toys and resources. However, other items are not visible as they are stored in cupboards. There is a broad range of interesting fiction and non-fiction books available. These are arranged in the same area where children participate in active play. Consequently, they do not use them. Staff plan some specific activities but are guided by children and whether they want to participate. Observation and assessment is used to monitor children's achievements and progress. Records are evolving well; they include input from staff, parents, children and teachers.

Children follow good personal hygiene routines. They make their own decisions about what they wish to eat from a variety of healthy options. The organisation of snack time encourages children to be independent and develop their self-help skills, thus gaining useful skills for the future. Drinks remain easily accessible throughout the session, enabling children to help themselves if they feel thirsty. A simple but very effective system of ensuring children do not inadvertently share cups has been devised. Outdoor play is offered daily, weather permitting. The extensive grounds and interesting variety of equipment in the adventure playground affords good opportunities to be physically active and develop coordination. Children chat confidently about the rules of the club and how these contribute to safety, both for themselves and that of others. They regularly take part in fire evacuation drills to help them learn how to quickly evacuate the building in an emergency.

Children behave well. They are especially good at taking turns with more popular resources, such as electronic, interactive games. They understand that not everyone wants to play same game and they patiently wait their turn and respect the wishes of others. Children take pride in their creations and are keen to share these with staff. They, in turn, show genuine interest and appreciation of children's efforts. Artwork is displayed attractively, which adds to children's sense of belonging.

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

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| 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

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|--|---|
| 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

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| 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

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| 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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