

Harnham After School Club

Inspection report for early years provision

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Inspection date

02/05/2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Harnham After School Club registered in 2011. It is a privately run club where the owner is also the manager of the setting. The after school club operates from Harnham Junior School, which is situated in a residential area on the outskirts of Salisbury in Wiltshire. The club is based in a mobile classroom in the grounds of the school, with access to toilet facilities within the building. The children also have use of the playground and playing field areas. Children attend from the infant and junior schools in Harnham.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open each weekday during term time from 3.05pm to 6pm, and during some school holidays, dependent on need. The club is registered to care for up to 30 children aged from four to under eight years. There are currently 76 children on roll; of these 17 are in the early years age group. The club supports children with special educational needs and/or disabilities. The club employs four staff, as well as the manager. The manager holds a level 3 qualification in play work and three of the remaining staff hold level 2 qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children arrive happily and settle quickly, due to the welcoming nature of the familiar staff, who take time to listen to them. Children take part in a suitable range of activities both indoors and out and staff support children's individual needs overall. However, a number of specific legal requirements are currently not being met, relating to safeguarding children and promoting their welfare and to the suitability of the premises. Overall, staff enable children's steady progress towards the early learning goals and most documentation is in place; however, there is a lack of confidentiality in the organisation of some records and recruitment procedures are not always consistent to fully assess staff's suitability. The club seek some advice for improvement, although staff have not yet established an effective system of self-evaluation to clearly identify key weaknesses and prioritise areas for improvement. Therefore the club's demonstrates a satisfactory capacity for continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the risk assessment identifies all aspects of the environment that need to be checked on a regular basis, taking all reasonable steps to ensure that
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hazards to children - both indoors and outdoors - are kept to a minimum (Suitable premises, environment and equipment)

- request written parental permission at the time of each child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare)

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

- improve the procedures to be followed when recruiting and vetting new staff to ensure their suitability to look after children
- review the organisation of records, to help ensure that they are only accessible to those who have a right or professional need to see them.
- develop reflective practice and self-evaluation in partnership with parents and staff, to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Overall, staff have an adequate awareness of safeguarding procedures and their responsibilities. Staff remind children of boundaries and expectations within the setting which helps to keep them safe. Staff carry out safety checks and written risk assessments on most areas of the provision. However, these assessments do not identify all aspects of the environment that need to be checked, which is a specific legal requirement. For example, staff have not fully considered children's safety as they travel between the building and the playground and therefore, staff do not maintain effective supervision, which can impact on children's overall safety. Positive practices are followed to support children's health. Children enjoy a snack on arrival and can help themselves to fresh fruit and drinks throughout the session. Consideration is given to children's dietary requirements, which means that staff are respectful of individual needs. Information available about the suitability of existing staff is basic, but includes Criminal Records Bureau checks for all those working with the children. However, there is no consistent procedure followed when appointing new staff to confirm their suitability. Staff are developing an awareness of their roles and building confidence in using the Early Years Foundation Stage framework. Most documentation is in place to support children's welfare. However, staff do not request written parental consent for seeking emergency medical attention and advice for all children. This is a breach of a specific legal requirement and can have an impact on children's overall welfare. In addition, the way in which some documentation is used fails to retain confidentiality for children and their families.

The environment is welcoming to the children. They have space to sit, relax and play. In general, resources are plentiful and stored to enable children to make choices. Some resources encourage children's awareness of the wider world. The

setting welcomes advice and support from other professionals and has many ideas for the future. However, staff have not yet established an effective system of self-evaluation to clearly identify and prioritise all areas for improvement. As a result, staff do not always recognise or address key areas of weaker practice which can impact on children's welfare. Parents benefit from daily discussions with the approachable staff when they receive information about their child's experiences at the club. They are involved in sharing information about their child through the 'All about me' booklets. This helps staff to have a detailed understanding of children's interests and preferences. Parents are very happy with the reliable service provided and report that their children enjoy attending. The staff link with other settings the children attend and others involved in supporting them. This offers consistency for the children.

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

Children are happy, settled and busy at the club. They develop confident relationships with the friendly staff, sharing news about their day at school. Staff listen attentively and respond, making children feel important and valued. Children get involved in a suitable range of activities which helps them make satisfactory progress in their learning and development. Staff have a secure awareness of children's interests and preferences. They are developing systems that will help them build a greater understanding of children's development needs to support them when planning.

Children are confident and learn to play well together due to consistent boundaries and expectations. Their independence is encouraged as they help themselves to drinks and snacks and decide what they want to do. They benefit from being able to move freely between indoor and outdoor areas, making choices in where and how they want to play. Children are polite and learn to be considerate towards others. Children have easy access to books and writing equipment. They record their name on a list to have a turn on the computer games, encouraging them to use writing for a purpose. Children use numbers in a practical way helping them to understand order and value. For example, they use a tally chart to identify how many games they have won. They play enthusiastically with the small world toys, working together with others to make up their own stories. They access creative resources which enables them to use their imaginations. Some children design and make their own paper planes. Guided by staff, they fold the paper with care, learning about designs that will work. They decorate their design brightly and look proud as they fly their own planes. Children enjoy using the computers to gather information and play games. They skilfully use the mouse to navigate through the programme successfully. Children are encouraged to be involved in their own community and to be increasingly aware and respectful of others. They discuss their experiences of seeing the Queen when she visited their town with excitement and laughter, showing a sense of pride in where they live.

Children benefit from getting outside in the fresh air to play on most days. They take part in team games and physical activities, helping them to recognise the

positive effect this has on their bodies. They are encouraged to follow good hand hygiene routines and talk about the types of foods which are good for them. Staff remind children about safety to help them become increasingly responsible for looking after themselves and those around them.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that all necessary measures are taken to minimise any identified risks (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register) 18/05/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified for the compulsory part of the Childcare Register (Suitability and safety of premises and equipment) 18/05/2012