

Knowle Park After School Care

Inspection report for early years provision

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Inspection date

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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.

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Description of the setting

Knowle Park After School Care was registered in 2011 and operates from the school hall in Knowle Park Primary School, Knowle Park, Bristol. It also has access to a secure play area outside and the information and communication technology room. The setting also uses the 'Treasure Island Room' when the hall is unavailable due to school events. Knowle Park After School Care is managed by a voluntary committee. The setting provides care for children attending Knowle Park Primary School only. The after school care is open each weekday from 2.45pm to 6pm, term times only. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children under eight may attend at any one time, of these 24 may be within the early years and of these none may be under three years. There are currently 30 children on roll, nine of whom are under five years old. The setting is able to make provision for children with special educational needs and/or disabilities. Three staff will work with children all of whom have Level 3 Early Years qualifications. The setting has established strong links with the school in which it is held and receives support from the Bristol Association for Neighbourhood Daycare, (BAND).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Adults work well as a team and have been very successful in creating a happy and caring environment. The setting places a strong emphasis on responding to children's interests and needs so that all needs are fully met and children can relax after a day in school. Staff successfully promote inclusive practice. Although the setting has been open for less than a year, the leader has a good understanding of the setting's strengths and where improvements need to be made. The setting has a good capacity to improve further.

What steps need to be taken to improve provision further?

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

- increase liaison with the Reception Year teachers in the school in order to more closely link activities in the after school club to children's learning in school
- explore ways to develop the outside area to provide a more exciting and versatile environment for the children.

The effectiveness of leadership and management of the early years provision

All adults work hard to ensure that children play in a safe and secure environment. Safeguarding procedures are good. All procedures for ensuring that staff are suitable to work with children are fully in place and staff have appropriate first aid and child protection training. All risks are assessed and the setting is safe and secure. All appropriate policies, records and procedures are in place and are used well to promote children's welfare. Resources are used very well to provide children with good-quality experiences that ensure that they make good progress, particularly in their personal and social skills, in a happy and safe environment. The manager demonstrates a good understanding of the Early Years Foundation Stage curriculum. It is adapted well to meet the needs of children. There is a strong emphasis on encouraging child-initiated activities and children have the opportunity to select activities both in and out of doors. Adults respond very well to children's interests. However, although there are good links between the after school care and the school, these are mainly concerned with administration issues. There are missed opportunities for collaboration and extending learning seamlessly between school and after-school club albeit in a more informal and fun way. There are strong relationships between children and adults. The setting takes great pains to ensure there are equal opportunities for all children and there is no discrimination. All children are warmly welcomed and successfully encouraged to participate in activities.

The setting is still comparatively new but already self-evaluation is used well to identify the strengths and development needs of the club. Performance management systems are in place and all staff have received a first appraisal. Staff are keen to undertake training which will further enhance the provision they make for the children. The club enjoys a good relationship with school and with parents and carers so that the club is fully informed of children's needs.

Links with parents and carers are strong. Parents and carers are happy with the provision made for their children. Their views are sought via questionnaires and a comments book. Staff are happy to chat to parents and carers when they are bringing or collecting their children and this is a useful time for sharing concerns or discussing any issues informally with their child's key worker. Parents and carers receive regular feedback about their children's achievements and they are encouraged to share achievements from home with the setting.

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

The setting provides a welcoming and safe environment where children can play happily and extend their learning through the wide range of activities provided. The children present on the day of the inspection, were clearly enjoying themselves and benefitting from the warm relationships they establish with adult staff and helpers.

Shortly after arrival, the children have a snack. This not only serves to quell the hunger pangs after a hard day at school but it also successfully re-enforces their

understanding of a healthy lifestyle. They clearly understand the importance of basic hygiene, such as washing their hands before eating and they really enjoy the food provided for them. The children contribute by having a say in the healthy choices that are on offer. Fruit or vegetables are always available and drinking water is on offer to children throughout the session. Snack time is a real social occasion and a good opportunity to develop the social skills of all children. Children sit happily together at table, display good manners and look after each other's needs well. Conversation is lively and children clearly make an effort to get along well with each other. Relationships between the older and younger children are good and the older ones take care to ensure younger children are included. The setting has good access to one of the school's playgrounds and this is provided with a good range of activities to promote physical exercise, such as bats, balls, hoops and skipping ropes. However, other activities are somewhat limited and there is no covered area which restricts its use in adverse weather conditions. Children feel safe at this setting. They are reminded to use the resources carefully and supervision is good. It was particularly hot on the day of the inspection and children received a timely reminder about sun safety and the need to wear a hat when they were outside. Numerous opportunities occur to re-enforce children's understanding of how to keep themselves safe, both at the setting and outside. Planning by the staff is detailed and the manager ensures that all areas of the Early Years curriculum are covered each week. Opportunities to extend mathematical skills are provided through weighing and measuring for cooking. There are good opportunities for extending literacy skills and a quiet area set out where large cushions are provided. Children contribute well to the setting through helping to serve the snacks and helping to get out and clear away resources. Adults ensure children have a voice by actively listening to what they have to say and valuing their feedback of the activities provided and welcoming their suggestions and ideas. These opportunities and the good development of children's interpersonal skills all help to prepare them well for the future. Children's learning journals provide a wide range of useful information. They contain children's likes and dislikes and details of any allergies or medical conditions to ensure all staff are aware of these. They provide a comprehensive record of what the children have learned and show how a child's learning can be further extended.

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