

Feltham Hill Grasshoppers After School Care Scheme

Inspection report for early years provision

Unique reference number	116244
Inspection date	10/05/2012
Inspector	Ray O'Neill
Setting address	Feltham Hill Junior School, Ashford Road, FELTHAM, Middlesex, TW13 4QP
Telephone number	07971994669
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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

Feltham Hill Grasshoppers After School Care Scheme is run by a parents committee. It opened in 1997 and operates from the dining hall at Feltham Hill Junior School, in the London Borough of Hounslow. Children have access to a secure enclosed outdoor play area. The club is open each weekday from 3.15pm to 6pm during school term times and from 8am to 5.45pm during the Easter and summer holidays. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register A maximum of 32 children under eight years may attend the club at any one time. Of these, not more than 10 may be in the early years group. There are currently five children attending who are within the early years age group. The club offers care for children up to 11 years. All children attend Feltham Hill Infant or Junior School. The club employs a total of seven staff, of whom four hold relevant National Vocational Qualifications at level 2 or 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The experienced and effective staff team ensure through their skills and professionalism that children make good progress in their learning and development. The unique needs of the children are promoted well and staff are committed to meeting children's learning and welfare needs most of the time. Strong partnerships with other agencies ensure the needs of all children are met and additional support is provided if required. The club's engagement with parents is well developed ensuring effective continuity in children's care. The club is focussed on maintaining good continuous improvement through accurate self-evaluation, incorporating information and suggestions from children, parents and staff.

What steps need to be taken to improve provision further?

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

- provide further opportunities for children to develop their independence, such as being involved in the preparation of snacks
- improve further the organisation and accessibility of resources so children can make choices when initiating their own play.

The effectiveness of leadership and management of the early years provision

Staff have a thorough understanding of how to protect children and their well-being and safety is paramount. All staff are well trained in child protection issues

and are confident to follow through procedures and refer any concerns. Robust risk assessments are conducted within the premises, the outdoor area and visits, to eliminate identified hazards to all attending the club. Effective evacuation procedures are regularly practised to help ensure all children and staff know what to do in an emergency. Well-developed recruitment and vetting procedures are adhered to, ensuring that all adults are assessed as to their suitability to work with children. All statutory documentation that supports children's needs and the efficient running of the club are up to date and effective.

All staff are committed to the ongoing improvements of the club and have established effective working relationships. Focussed staff meetings help to ensure a good quality of provision. Children choose from a range of pre-selected resources on arrival and older children support younger children in their chosen activity. For example, discussing and collaboratively selecting resources from a construction kit to make a robot or airport. Staff use the space available effectively. For example, staff use the outside area, school grounds and wider environment to support all areas of learning, to provide regular exercise, gardening activities and organised visits to theme parks and zoos. Staff have a thorough knowledge of children's backgrounds, which enables them to plan and provide inclusive learning opportunities. Equality and diversity is promoted well through the celebration of festivals and events around the world and staff develop effective partnerships with external agencies and parents.

The manager has developed an effective self-evaluation process through regular parent committee meetings, staff feedback, parental questionnaires and discussion activities with children. Consequently, strengths and areas for development are accurately identified. For example, all recommendations from the previous inspection have been fully met and new computer equipment has been purchased to help ensure that all children develop their skills in technology. The club has a determined drive towards continuous development.

The experienced club staff has established effective links with professional agencies and other settings, particularly local authority advisors and the feeder school. For example, fully embedded information exchange with reception teachers helps to ensure that continuance of welfare and learning needs are addressed on a daily basis. The importance and value of parent partnerships is very strong throughout the club. Parents comment on how effective the key person system and the communication channels are in meeting their children's needs. For example, daily contact, open days, newsletters and the website. Parents are extremely pleased with the care of their children and feel confident to talk to staff at any time about any concerns.

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

Staff use an effective key person system to support children to make good progress. The experienced staff have a secure knowledge of the Early Years Foundation Stage making learning and development their key focus and adapting

their approach to suit different ages and needs. The main room is spacious, well furnished and attractive with many good displays of children's work. However, the organisation of resources and the daily routine does not support children's development of self-help skills and independence, as effectively as is possible. The positive effect of staff's skills and enthusiasm encourages children to develop a highly motivated and confident approach to learning. Children actively engage in a broad range of activities, which stimulates their learning and enables them to have fun. For example, children fully engage in team activities, play fantasy games using construction kits and create models using malleable and recycled materials. Children respond enthusiastically to staff's open questions, discuss their findings, take turns and cooperate with each other.

Children's records demonstrate effective developmental starting point discussions with parents. Children benefit from a well-balanced routine with time for uninterrupted child-initiated play as well as group times and adult-led activities. They are very keen to communicate and confidently start conversations and express their ideas during group activities or circle time. Children write and make marks as they play and enjoy listening to stories or looking at books. They problem solve through everyday activities, such as fitting the pieces together to make a model, complete shape puzzles or play number games. Children enjoy exploring the world around them, investigating the enclosed wooded area for minibeasts or making dens. They use their imaginations when playing fantasy games, dressing up or creating collages. Staff know children well and planning, observation and assessment systems identify clearly that children are making good progress.

Staff plan through a flexible system that covers all areas of learning, incorporating a wide range of different toys, equipment and activities each session. Effective systems to support children's learning through observation and assessment are established. Staff use these assessments, along with information from parents and the school, to provide plenty of activities to help children make good progress. The setting effectively promotes children's individual learning patterns, interests and activities.

Children are developing a strong sense of safety. They learn how to use tools and resources safely and experience safe risk taking when participating in a range of well-planned, challenging physical activities. Children's well-being and good health is encouraged overall throughout the club. Children enjoy eating tasty snacks, which are prepared fresh each day. However, opportunities for children to develop their independence through active participation in snack preparation are limited. Children are very well behaved. They share and collaborate with each other in their play, demonstrating valuable skills for their future. Staff are good role models to the children, not only offering them praise and encouragement, but also encouraging them to support each other. Consequently, children of all abilities feel self-assured and enthusiastically participate in the exciting activities on offer.

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