

Little Gems Afterschool Club

Inspection report for early years provision

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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

Little Gems Afterschool Club registered in 2012. It operates from the dining hall and main hall in Glenfrome Primary School in Bristol. It runs from 3.15pm until 5.30pm on Monday to Friday during school terms. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The club may care for 24 children aged from four years to under eight years at any one time and all may be in the early years age group. There are currently 36 children on roll, four of whom are in the early years age group. The club offers care to children attending Glenfrome Primary School. Five members of staff are employed to work with children, four of these hold appropriate qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Little Gems Afterschool Club generally meets the care, learning and development needs of children. The club is based in their school so children benefit from a secure and familiar environment; however, there is not yet a comfortable space where children can relax. Staff have an appropriate understanding of most aspects of the Early Years Foundation Stage, though some lack confidence regarding the safeguarding policy. They build positive relationships with parents and have established suitable flows of information with school staff. Staff have started to make evaluations of daily activities; however, there is no fully effective system yet in place to identify strengths and areas for development. Despite this, staff demonstrate a sound 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:

- implement an effective system of self-evaluation to identify strengths and areas of development
- make sure all staff have an up-to-date understanding of safeguarding children issues and be able to implement the safeguarding children policy and procedure appropriately
- provide a place where children can rest and relax in comfort and enjoy quiet times.

The effectiveness of leadership and management of the early years provision

There are suitable arrangements in place for safeguarding children. Most staff have an understanding of child protection issues, but some lack confidence in how to implement the safeguarding children procedure. The policy and procedure follow the guidance of the Local Safeguarding Children Board and are shared with parents. The club operates from rooms within the children's school. They enjoy secure familiar surroundings and access to large indoor and outdoor play spaces. However, there is no established place for children to relax comfortably after a hectic day in school. The manager makes risk assessments of all aspects of the club and she supplements these with daily checks. The premises are maintained in good order through cooperation with the caretaking and cleaning team at the school. Staff conduct regular fire drills with children who are able to describe the actions they should take if the alarm sounds. Staff are establishing positive partnerships with parents. They involve parents in daily routines, such as signing to confirm when they collect children. There are sound arrangements in place to ensure only those authorised to do so may collect children, to comply with parental wishes. Staff are also careful to record emergency contact details and information about adults holding parental responsibility for, or have legal contact with children. Staff escort children to the club from their classrooms and this time gives staff opportunity to exchange useful information with teachers. This helps establish a suitable three-way flow of information between all those caring for children.

Children enjoy choosing games and toys from a satisfactory range to reflect the needs, interests and cultural backgrounds of children attending. Staff celebrate festivals in a meaningful way to involve and respect children's home experiences and cultural heritage. Children learn to enjoy diversity and individuality and sensitive staff help them recognise that discriminatory behaviour is unacceptable.

There are suitable systems in place to recruit and check staff, most of whom are already known to children as they work in their classrooms. Training needs are identified and opportunities planned to develop staff's knowledge, demonstrating a positive attitude to improvement. The manager has started to make daily evaluations of the club. However, systems of self-evaluation to identify strengths and areas for development are not yet fully effective. Since registration, the manager and her staff have worked well to establish a pleasant and enjoyable club. Children are benefitting from opportunities to learn and develop in spacious surroundings.

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

Children settle with friendly support from staff who know them well. Older children quickly choose games and toys. Staff chat with younger children helping them to relax after their busy day at school. Through observing children and talking with

them, staff plan a suitable range of activities and provide resources to meet their interests. For example, some children build and take their planes over to the road mat where they chat about journeys they have experienced. If children are tired and a little upset on arrival, a member of staff sits with them. They are quickly persuaded into sharing a game. Thus, staff demonstrate how they meet the emotional needs of each child. Activities offer chances to extend and consolidate learning through play. Children are encouraged to contribute their own ideas about activities. For example, a group decide they want to make ice-lollies and describe how they will decorate them. Staff respond positively and agree to provide the ingredients for the next day. Staff are starting to complete children's learning diaries, which show some examples and photographs of activities. Staff have not yet shared these records with parents, but they make time to chat at pick up time and pass on messages from teachers. Generally, children are relaxed and confident and start to make friendships with others. They learn secure skills to support their future learning.

Children learn about keeping themselves safe through the simple routines and clear explanations from staff. They enjoy boisterous games outside and eagerly describe their football games on the school field. Children learn about keeping themselves healthy. They make their own sandwiches, choosing fillings and benefit from outdoor games and fresh air. The staff are careful to identify any dietary requirements or allergies. Sensible systems are in place to administer medication or record accidents. Children generally behave well and the staff work closely with parents and teachers to follow a consistent approach. Children contribute to the smooth running of their club by helping to clear the table at snack time and tidying away toys. Although only recently opened, children have settled well and benefit from the relaxed atmosphere and caring staff.

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: Met

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