

Stonehouse After School Club

Inspection report for early years provision

Unique reference number EY272191
Inspection date 04/07/2012
Inspector Timothy Butcher

Setting address Red Lodge, Park Infant School, Elm Road, Stonehouse,
Gloucestershire, GL10 2NP

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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

Stonehouse After School Club registered in 2003 and operates from premises attached to Park Infant School, in Stonehouse, Gloucestershire. The club uses three rooms, a kitchen, toilets and an office. There is a fully enclosed hard surface area in front of the building for outdoor play and there is use of the junior school hall, playing fields and playgrounds. The club serves the local community and is managed by a voluntary management committee. It is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The club is registered to provide care for 40 children aged between four and eight years. There are currently 30 children on roll, of these six children are in the early years age range. Children attend for a variety of sessions. The club opens from 7.30am to 9am and from 3.15pm to 6pm, Monday to Friday, during school term times. They are also open between 8.30am and 6pm during some school holidays. The club supports children with special educational needs and/ or disabilities and those who learn English as an additional language. There are six members of staff working with the children. There are five members of staff who each hold a level 3 qualification in childcare and one member of staff holds a level two qualification. The manager also has Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children in the early years age group enjoy a suitable range of activities which helps them to make satisfactory progress. The club is in breach of legal requirements relating to the effective implementation of the safeguarding policy and procedures and risk assessment records that do not show the required detail. The staff are welcoming and have a good partnership with parents and with others providers, such as schools. This helps them to meet children's individual needs. The provider takes appropriate action to secure future improvement, although self-evaluation is not regularly updated and does not identify all areas of weakness.

What steps need to be taken to improve provision further?

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

- ensure an effective safeguarding policy and procedure is implemented, with particular regard to the procedure to be followed in the event of an allegation being made against a member of staff, and ensure that staff understand this aspect of the policy and procedure (Safeguarding and promoting children's welfare) 18/07/2012
- ensure the record of risk assessment covers all aspects 18/07/2012

of the environment that need to be checked on a regular basis (Suitable premises, environment and equipment)

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

- develop reflective practice and systems of self-evaluation further to identify strengths and priorities for improvement that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Staff have a secure understanding of the possible indicators that a child is at risk of harm and know what to do if they have concerns. However, the club does not have an effective safeguarding children policy and procedure as the procedure to be followed in the event of an allegation being made against a member of staff is incomplete. The procedure does not provide clear guidance to those with responsibility for implementing it. As a result staff do not have a clear understanding of this procedure. This is a breach of requirement although it puts children at minimal risk. Staff make visual checks at every session to successfully minimise potential hazards to children and also carry out suitable risk assessments to help ensure that children play in a safe environment. However, their records of these do not include all aspects of the environment that need to be checked on a regular basis. For example, it does not record the safety arrangements when children cross the school car park. This is a breach of requirement but the impact on children is small because staff are aware of the potential dangers and are seen to check the closure of the gate before children cross the car park.

The out of school club promotes equality and diversity appropriately. Staff have a secure knowledge of children's backgrounds and care needs. They take suitably effective steps to close identified gaps in children's achievement as they identify a child's need for additional support and work closely with parents and other professionals to help each child get the support he or she needs.

Staff develop good relationships with parents and carers. Parents comment positively about the friendliness of the staff and the way in which the club seeks and responds to their views. The staff encourage two-way dialogue and share information about children's progress through discussion. Children have good opportunities to comment and help decide on forthcoming activities. They have a say in the purchase of resources and take part in fund-raising activities. A particular strength of the provision is the good communication and close working relationship between the staff of the out of school club and the school. Discussions take place to support the individual needs of children on a day-to-day basis. Observation and assessment suitably informs the planning of activities for children, given the nature of the out of school provision. The manager shares the developmental file for each child with the school each term and this contributes to good continuity of learning for children across the settings.

Low-level storage provides ease of access to an adequate range of resources. Children are able to exercise choice and freely decide what they wish to play with. Creative materials to one side of the room are easily available and the staff put out the prepared creative activities planned for the session on tables in readiness for children.

The experienced and stable staff team provide consistency and continuity to children and parents. They have met the recommendations from the last inspection. A record of all visitors is now kept, children are kept safe in the car park and there are now sufficient positive images of diversity displayed. Self-evaluation takes place but is not regularly updated and fails to identify all the strengths and weaknesses of the provision. The capacity to secure future improvement is satisfactory and the committee are discussing ways to further develop outcomes for children.

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

Children make satisfactory progress in their learning and development. The staff provide an adequate range of activities and play opportunities for children. Children of all ages are encouraged to participate alongside each other in largely free play activities. Staff have a secure understanding of the learning and development requirements. Children make satisfactory progress in communicating, literacy and numeracy during their time at the out of school club and holiday play scheme. They are broadly content and happy and settle quickly to activities of their choice showing a suitable sense of belonging. They use their imaginations in pretend play; they construct castles, using the toy figures to enact storylines and scenarios they make up for themselves. They move around outside in the fresh air and draw and make marks with chinks using large arm movements. They use and show suitable control of their bodies, as they do so. The staff offer some themed and more structured activities, such as those that are linked to children's interests or to topics from school. For example, a child concentrates for a good period constructing their design of the Eifel tower from a picture. They explore design and problem-solve as they build the structure. Staff are on hand to support them without interfering. Other children sit together and share resources as they hammer beads into patterns, counting and matching colours. They develop their communication and social skills as they do so. Overall, most children secure the skills they require in order to progress in their learning.

Children begin to understand about healthy lifestyles and are suitably supported to develop their self-care skills, such as when routinely washing their hands on arrival. They go outside during most sessions and documentation demonstrates that they are suitably active. They suitably learn about healthy eating and the wider world such as during cooking activities where they try meals from different countries. Children are suitably prompted to be aware of their own safety and that of others. For example, when they line up to wash their hands before snack time. They show that they feel safe in the setting as they settle quickly on arrival and

play happily with one another and with 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	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	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