

The After School Club

Inspection report for early years provision

Unique reference number

130617

Inspection date

15/05/2012

Inspector

Jane Mount

Setting address

Cloisters Hall, The Cloisters, Rickmansworth, Hertfordshire,
WD3 1HL

Telephone number

01923 773938 daytime Mob 07958666621 pm

Email

debby@theholidayclub.net

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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

The After School Club is a privately owned out of school facility and was registered in 1997. It operates from The Cloisters Hall in Rickmansworth, Hertfordshire. The facilities are accessible to all children and there is a fully enclosed area available for outdoor play.

The club opens Monday to Friday from 3pm to 6.30pm during term times. In the school holidays it operates from 8.15am to 6pm. Children are able to attend a variety of sessions. A maximum of 50 children aged from four years may attend the club at any one time. There are currently 169 children on roll up to the age of 12 years. Children who attend the setting are collected from five primary schools in the local areas of Croxley Green, Rickmansworth and Chorleywood. The provision is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 15 members of childcare staff, the majority of whom hold appropriate qualifications at level 3 and above.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Effective partnerships with parents positively contribute to the staff's knowledge of individual children to ensure their needs are fully met. An inclusive and welcoming environment is provided to all. The staff team support children well in their learning and development and ensure their safety and welfare are fully protected. The provision has a positive attitude to improvement and is aware of its key strengths and the areas it wishes to develop further. Systems to effectively monitor the quality of the service provided, to ensure continuous improvement, are in the process of being developed.

What steps need to be taken to improve provision further?

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

- develop further a quality improvement process, such as self-evaluation, to more closely monitor and extend effective practice to ensure continuous improvement.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust. Children's safety is paramount, with risk assessments in place to ensure the environment is safe. Staff supervise children closely and the security of the facilities used by the setting ensures no

unauthorised person can gain access to the hall and that children cannot leave unsupervised. Clear management responsibilities in relation to child protection safeguard children. This includes having named designated persons responsible for ensuring the correct safeguarding procedures are followed if there is a concern. Effective recruitment and vetting procedures ensure staff are suitable to work with children. Staff have a secure knowledge of safeguarding procedures as they have all recently updated their child protection knowledge through completing training. There is an informative safeguarding policy in place which is shared appropriately.

The setting is committed to fully implementing the Statutory Framework for the Early Years Foundation Stage. Since the last inspection the staff team have worked extremely hard to address all of the areas identified as requiring improvement. For example, all required documentation to ensure the safe and efficient management of the setting is now in place and all staff are familiar with the setting's policies and procedures. Staff are guided by a management team who strive to provide a quality service and who are developing effective systems to evaluate the provision. A system of self-evaluation has been in place for some time, but this has recently been reviewed and improved. Everyone, including all of the staff team and parents, are now meaningfully involved in the self-evaluation process. This is beginning to be used to systematically identify the setting's strengths and areas for further development to ensure continuous improvement.

Space, resources and staff are organised to provide an inclusive, child-friendly environment. All children and their families are valued and included by staff who are approachable and friendly. Positive relationships with parents ensure children's needs are met, with many ways used to ensure information is effectively shared with parents. This includes providing informative notice boards, regular newsletters and effective daily verbal communications. 'All about me' sheets are also used and these help to ensure children's individual needs are identified and met. Consequently, children quickly develop a strong sense of security and belonging. The setting actively promotes equality of opportunity and is proactive in working with parents and others to support and meet the specific needs of individual children. They liaise with other providers delivering the Early Years Foundation Stage and have established positive links with many of the local schools that children attend, to ensure continuity and to promote the full integration of care and learning.

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

Children arrive happy and quickly engage in activities. They take part in a range of fun activities and play experiences which are developmentally appropriate. A key person system is used and staff monitor their key children's learning through regularly observing and assessing them to identify progress and achievements over time. Children's individual portfolios show how they are progressing and this information is then used when planning future play experiences for individual children. An Early Years Foundation Stage coordinator supports and liaises with key staff to ensure children's learning is fully promoted. Child-initiated and adult-led activities are well balanced to encourage children to be active learners, with

the environment organised to cover the six areas of learning. Children can make independent choices in their play, with staff who encourage them to make decisions and take responsibility. Consequently, children enjoy their surroundings and show a keen interest in what they do, with staff who support them well in their play.

Children have regular opportunities to explore varied art media, such as painting, drawing, cutting and sticking. Many pieces of the children's artwork are displayed, which gives them a sense of achievement and belonging. Children use their imagination to express themselves, such as when they take it in turns to style each other's hair when playing 'hairdressers'. They enjoy being 'mad scientists' and keenly fill different containers with water and coloured liquid while learning about volume and capacity. Staff follow good hygiene procedures to promote the health of children, such as cleaning work surfaces and ensuring they have clean hands before handling food. Children learn about how to stay healthy and the importance of personal care routines. They know they must wash their hands after visiting the toilet and when asked are able to say the reasons for doing so. Children are presented with a balance of healthy food choices at tea time. They have opportunities to learn about healthy eating through discussion and planned activities. Children are learning that exercise is fun and use a varied range of indoor and outdoor equipment and participate in a range of activities on a daily basis to develop self-confidence in their physical skills.

Children are confident and self-assured in the setting, and positive relationships between staff, children and parents enable children to feel secure. The environment is safe and staff help children gain an awareness of keeping themselves and others safe. They explain and practise simple procedures, such as not running near tables, and children know boisterous activities are kept to one end of the large hall. They learn how to stay safe in an emergency as they participate in regular fire drills. Children behave well, with behaviour managed in a positive manner and clear boundaries set by staff. Staff focus on positive language and reward effort as well as results. They encourage children to take turns, reinforce sharing and often talk about the impact children's behaviour can have on others. Praise and encouragement from staff ensure children develop high levels of self-esteem, and they show real enthusiasm for what they are doing.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----