

# Aqueduct After Hours

Inspection report for early years provision

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EY443299

**Inspection date**

24/07/2012

**Inspector**

Jacqueline Nation

**Setting address**

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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**

Aqueduct After Hours Club is a long-established setting that registered in 2012 following a change of premises. The club is privately owned and is sited in the local community centre in Aqueduct in Telford, adjacent to the local primary school. The building is single storey, with access to a fully enclosed outdoor area. The club also uses the school playgrounds and playing field.

The club operates each weekday from 7.30am to 9am and 3pm to 6pm during term time. Holiday playscheme sessions are also offered during the main school holidays, including half term breaks. Holiday sessions are from 7.30am to 6pm each weekday. The club is registered to care for a maximum of 32 children under eight years. Currently there are 53 children on roll, five of whom are in the early years age range. The club is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

There are nine members of staff employed to work directly with the children, most of whom hold relevant qualifications at level 2 and 3. A member of staff is working towards a recognised early years qualification. The club is a member of the '4Children' organisation.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are lively, confident and enjoy attending this welcoming club, where outcomes for children in the Early Years Foundation Stage are good. Caring staff engage positively with the children, and they make sure all children are involved and treated equally. Generally, effective partnerships help support children's welfare and learning. While the self-evaluation procedures are in the early stages, the setting demonstrates a good commitment and focus for future improvement. Consequently, the club is well placed to improve.

## **What steps need to be taken to improve provision further?**

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

- improve the quality and improvement processes to monitor and evaluate the strengths and weaknesses of the provision
- establish further the role of the key person in meeting the needs of each child in the early years age range.

## **The effectiveness of leadership and management of the early years provision**

Good attention is given to safeguarding children. Staff have a good understanding of their responsibilities for safeguarding and promoting children's welfare, and understand the procedure to follow in the event of a concern. All staff are subject to rigorous vetting procedures to ensure they are suitable to work with children, and procedures are in place to check their ongoing suitability. Good attention is given to all aspects of health and safety, and children are cared for in a safe and secure environment. Regular safety checks and risk assessments are undertaken. Staff are well deployed to ensure children are supervised appropriately, and they are vigilant about arrival and collection procedures. All of the required documentation and parental consents are in place, and this helps support children's safety and welfare.

Children play in a welcoming environment, where they have access to a wide range of resources and direct their own play. They feel confident to express their views during 'share time', when they are involved in planning activities for each session. This is a lively discussion, during which children vote to make their choice. Older children include the younger ones in their activities, and this enriches the provision for the children and helps develop positive relationships. Inclusion is well-considered and staff know children well and clearly enjoy their company. Staff respect children's individuality and make sure all are included, achieve well and enjoy their time at the setting. However, the role of the key person in taking an additional and close responsibility for monitoring and supporting a small group of children is not yet fully developed. Children are helped to develop an understanding of the wider world as they take part in activities about different festivals and celebrations such as Diwali and Easter.

Partnerships with parents are good. They are provided with a wide range of information about the provision, including policies and procedures and information is displayed on the notice board in the reception area. Parents are encouraged to share information about their child from the outset to ensure staff have a good understanding of each child's needs and parents' preferences. Parents are welcomed into the setting, and there are opportunities each day for discussions about their child's well-being and achievements. The setting demonstrates a good knowledge of effective partnership working, and this ensures early intervention is successful and children get the additional support they need. Partnership with the local school is well-established, and systems are in place to make sure children's continuity of care and learning is supported.

Managers monitor the provision regularly and have a good understanding of its strengths and what needs to be improved. However, they have yet to undertake a more formal process for self-evaluation in order to monitor the setting more effectively. Staff are dedicated and committed to providing good quality play and learning experiences for all children. Ongoing training opportunities ensure staff develop their knowledge and skills and keep up to date with changes and new initiatives.

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

Children make good progress in their learning and development because they experience a good balance of activities in this busy environment. Planning is flexible and influenced by the children's choices, ideas and play preferences. Staff understand how children learn through play and make sure all areas of learning are incorporated. The system for observation and assessment is being reviewed to take into account forthcoming changes in the Early Years Foundation Stage.

Children show high levels of enthusiasm and involvement in their chosen activities, both indoors and outside. For example, children play group games such as bingo, which help them develop their numeracy skills, and they enjoy working in pairs playing ball games outdoors. Children are keen to count the stars on their reward charts, knowing that when they reach ten, they will receive a prize for their achievements. Design and creative skills are developing very well. Children enthusiastically took part in making 'Castle Aqueduct' from large cardboard boxes. They take pride in their work, demonstrating how the drawbridge worked and talking about their designs for the coats of arms. Children can make independent choices from a variety of available equipment, which includes construction toys, a dolls house and jigsaws. Children's communication skills are fostered well through play; they are confident to share their views and talk about the activities they enjoy. They can use the book area for quiet times, and there are good opportunities to use chalks outdoors, paint and draw. Children say they enjoy being outside and taking part in competitions. Children value the time spent outdoors in the school playground, where they can explore the sensory garden, develop their climbing and balancing skills, and enjoy play football. There is a good focus on integrating technology into play by using a range of electronic resources and remote controlled toys. Overall, children have good opportunities to develop the skills to support their future learning.

Children are sociable, courteous and well behaved. Staff are calm and respectful to children when dealing with challenging behaviour; consequently, any developing situations are resolved quickly and appropriately depending on each child's age and stage of development. Children help to tidy away toys, help clear the dining area after lunch and are encouraged to be respectful and take turns. Children's welfare is promoted effectively. They are developing a good understanding of healthy lifestyles, and there are well established procedures for washing hands at appropriate times during the day. Children are provided with a range of well-balanced meals and snacks to meet their dietary needs, and drinking water is available throughout the session to ensure children remain hydrated. Children understand and respect the safety measures in place; for example, they hold onto the rope while walking back from outdoor play, use equipment safely and take part in emergency evacuation procedures. Children understand the importance of using sun cream and wearing hats to protect them from the sun while they play outdoors.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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