

Squidge Kids

Chalkridge School, Sullivan Road, BASINGSTOKE, Hampshire, RG22 4ER

Inspection date

Previous inspection date

02/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

| | |
|--|---|
| How well the early years provision meets the needs of the range of children who attend | 2 |
| The contribution of the early years provision to the well-being of children | 2 |
| The effectiveness of the leadership and management of the early years provision | 2 |

The quality and standards of the early years provision

This provision is good

- Children are happy and have fun. They have good relationships with the staff who care for them and their friends at the after school club.
- Children are provided with interesting and stimulating resources and activities. Children help staff to plan future activities to build on their interests and therefore keep them engaged.
- Staff are motivated and work well with one another. They are happy to join in with children's play which in turn helps children to feel valued and supported.
- Children have daily opportunities for both indoor and outdoor play and consequently benefit from fresh air and exercise after the school day.
- Staff listen to children and take into account their views and suggestions.

It is not yet outstanding because

- Although an out of school provision and the staff have a good understanding of children's learning and development, they have yet to fully build upon their understanding of the revised framework.
- Systems to work with the school in maintaining children's continuous development and learning are not yet fully established.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- Tour of the after school environment inside and outside the school building
- Observations and discussions with children and staff
- Looking at documentation and children's records
- Discussions with the manager
- Observations of activities with early years children

Inspector

Aileen Finan

Full Report

Information about the setting

Squidge Kids After School registered in 2011. The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Squidge Kids is located in Chalk Ridge School in Basingstoke, Hampshire. The after school club operates daily during school terms from 3pm until 6pm. Children have access to the main hall, a further large room, school playground and fields and the ICT Suite. There is access to toilet facilities within the school and staff have use of the kitchen. There are currently 34 children on roll from four to 11 years of age and of these three children are within the

early years age group. There are three staff employed to work directly with the children and all have appropriate childcare qualifications.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- encourage children to further develop their skills for using a range of tools, objects and materials in a variety of sizes and materials in order to increase their control and effectiveness of handling and construction
- enhance staff awareness of children's learning and development further by supporting their continuous professional development to extend their understanding of the educational programmes
- build on partnerships with the school in assessing and supporting children's continuous learning across their interests and all seven areas of learning

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The after school club provides children with a broad range of toys, resources and activities which supports their continuous learning across all seven areas. Inside the hall children make good use of the large space available and have weekly opportunities to use the Information Communication and Technology (ICT) suite under supervision. Staff provide fun activities outdoors for children's play and their learning is supported by the use of the courtyard for quieter times, the school playground, fields and woodland areas. These offer children interesting, stimulating as well as challenging experiences which they are eager to join in with. For example, indoors children help to design the role play area, currently in the form of cowboys and Indians of the 'wild west'. Children take the game further by going outdoors chasing one another with toy guns and pretend bows and arrows. Girls and boys hide behind bushes, shrubs and walls. The game is enjoyed by all, including the staff who happily join in. Older children thoroughly support the younger ones so they feel confident, and in turn through their discussions are able to extend their own imagination, conversation and role play.

Children freely choose their play and actively engage with their learning. A white board at a low level invites children to offer their suggestions for future activities. They can also look through the photograph album to recall experiences and activities. For example, they are able to role play hairdressers and hospitals. They enjoy bathing babies, building hammocks and dens, or merely relaxing in the quiet areas. Children learn about their wider world and positively celebrate culture in fun ways, for example by making biscuits

for a Hindu festival. Children's language and communication, their ideas and understanding of technology, are embraced. Staff proactively plan for children to think critically and imaginatively. For example, children have made volcano structures from card and paper mache. They put forward suggestions with the help of staff and older children, for 'potions' made from baking soda mix to help their creations explode. Children play well together. They have warm relationships with the staff who care for them. Support through a 'buddy system' helps younger or new children joining the club to settle smoothly and form relationships with the other children attending. Older children help the younger ones as they construct with imitation wood and silver paper to make their 'Indian hunting knives'. The older children offer advice and guidance watched over by the staff. While the activity supports the younger children to develop their skills using a range of tools and materials, they do struggle at times. This is because these types of resources are not always freely available for the youngest of the children.

Staff have a good understanding of the Statutory Framework for the Early Years Foundation Stage and of play work in general. However, as yet not all staff have experience of planning for the children within the revised framework to support their observations on children's continuous development. Nevertheless children are making good progress. Staff plan challenging activities and re-shape activities to effectively support the needs of the different age groups of the children attending. The after school club discusses with the school and parents about children's interests and abilities prior to starting at the club. Staff therefore have a secure understanding of children's starting points.

Children feel valued, settle well and learn. They are happy and clearly enjoy their time at the after school club. This in turn develops their confidence, self-esteem and continued learning. Staff effectively support children in their acquisition of communication and language skills and in their physical, personal, social and emotional development. The enthusiastic care, communication and listening to children's ideas ensures that children are happy to take part. Overall, children are working within the typical range of development expected for their age across all seven areas of learning. They are interested in a wide range of resources and activities which thoroughly support their skills for the future.

The contribution of the early years provision to the well-being of children

Children are happy, content and safe. They thoroughly enjoy their time at the after school club and make friends easily. Children are able to initiate conversations, take account of what others say and be confident to put forward their own ideas. They understand the routines of the session. The after school club provides a stimulating and well-resourced environment so that children can continue their learning both indoors and outside. Children are confident to extend their curiosity and interest using the activities and resources available to them.

Children have regular opportunities to be outside. They enjoy these times and play independently or in small groups. A child delights as a staff member joins him and they kick and throw a ball between them. The staff member expertly extends the child's control

as she moves further away so as to enhance his confidence and skills in throwing, catching and coordination.

Children have developed warm bonds with the staff who look after them as well as the other children attending. At no time do the older children negatively impact on the younger children. Children behave very well and have fun. They learn to respect other people's similarities and differences and adapt their behaviour when playing with others to take into account the views and needs of their friends.

Children's independence is enhanced as they are given responsibilities according to their age. For example, children help the older ones lay the table, serve food and drinks. They are able to spread butter on their rolls and choose their fillings or toppings at snack times. The meals served to the children are nutritious and well balanced. Children eat eagerly and enjoy their food. They help to clear the tables after eating. Drinking water is always readily available. Children learn about their own hygiene routines and are trusted to wash hands prior to eating and after using the toilet. They understand the importance of these routines. Children understand their safety. They know not to go outside until the safety of the environment is assessed and sit quietly on arrival before the register is taken. Regular fire drill reminders reinforce children's understanding from school.

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

Arrangements for safeguarding children are highly effective. All staff have completed safeguarding children and first aid training. The after school club liaises with the school and appropriate childcare agencies and understand their responsibilities should they have a concern about a child in their care. There are highly effective procedures for recruitment of staff and their induction. Parents understand the clear policies and procedures which support their children's health and well-being. The risk assessments for the environment and activities are robust and therefore help to keep children safe. Staff have a clear understanding of the learning and welfare requirements of the Statutory Framework for the Early Years Foundation Stage and are good role models who display a warm and friendly nature. Children are happy in their care.

The after school club delivers engaging activities across all areas of the educational programmes. Although the emphasis is on play and relaxation after school, staff are aware of the necessity to work in partnership with the school in order to support children's continuous development. However, as yet they have not fully established systems to support children's transitions into the club and acquire information about children's progress within the seven areas of learning. Nevertheless the manager keeps in contact with the head of school and staff have started their initial observations on the children since the start of the term. Staff are thoroughly aware of children's interests and needs. The staff have strong bonds with the school to assist them with any concerns or issues regarding the children and would therefore support any interventions that may be required. Children are making progress which is typical for their age and stage of development and are clearly engaged and actively interested in the activities planned for

them.

The after school staff have successfully evaluated their practice and provision of care. Staff are motivated to secure their improvement and enhance children's development. They understand their strengths and have clear priorities for the future. The relationships with parents are strong. Parents are highly positive about the care their children receive, how well they settle and the fun activities that they talk about. Parents are appreciative of the warm bonds children have with the staff. Parents receive informative and timely feedback on collection.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not Met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for |

registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

| | |
|------------------------------------|--------------------------|
| Unique reference number | EY435430 |
| Local authority | Hampshire |
| Inspection number | 800969 |
| Type of provision | Out of school provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 4 - 8 |
| Total number of places | 32 |
| Number of children on roll | 3 |
| Name of provider | Natalie Jan Manners |
| Date of previous inspection | Not applicable |
| Telephone number | 01256 461 733 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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