

# Sam's Place After School Club

All Saints Church, Magpie Hall Road, Chatham, Kent, ME4 5NE

## Inspection date

08/10/2012

Previous inspection date

08/12/2009

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children build positive relationships with the staff and soon establish friendships. These attachments enable children to feel confident and secure within the after school setting.
- Children are able to learn about the importance of a healthy lifestyle through the range of healthy snacks and opportunities for exercise.
- The club provides an inclusive setting that is welcoming to all and staff develop good relationships with parents.
- The premises are secure and safeguarding procedures are known to staff. This helps to protect children's safety.

### It is not yet good because

- An appraisal system has not been implemented to support the staff's professional development. This results in staff not having a secure knowledge of the learning and development requirements.
- Staff do not use their observations on children's progress effectively, leading to activities and resources not always addressing children's individual needs or interests.
- Resources do not encourage children to use their creative skills or imagination with a range of textures and materials.
- A system for self-evaluation has not been fully established, which results in some

weaknesses not being identified.

### 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

- The inspector spoke with the parents and children to obtain their views.
- The inspector spent time with the manager discussing leadership and management issues.
- The inspector sampled records and documentation such as policies and children's files.
- The inspector observed activities to see how well they support children's needs.

### Inspector

Jane Wakelen

### Full Report

#### Information about the setting

Sam's Place After School Club registered in 2002 and operates from three rooms in a church building. It is situated in Chatham, Kent and is open each weekday from 3.15pm to 6.15pm, term time only. The children are collected from five different schools using a 'walking bus' system.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 61 children on roll, aged from four to under 11 years.

The out of school club employs three staff, including the manager, who all have qualifications in play work.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that regular staff appraisals are carried out to identify any training needs and secure opportunities for continued professional development. For example, improve staff's knowledge of the learning and development requirements of the Early Years Foundation Stage.

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

- improve the range of resources and activities to provide a stimulating environment where children can explore, build and move resources using their imagination and creativity. For example, using a variety of materials, tools and techniques to experiment with.
- develop a system of planning, taking into account children's individual needs, interests and stages of development, to plan challenging and enjoyable experiences for each child
- implement a system of self-evaluation to identify strengths of the setting and areas to improve. For example, monitoring of the environment and updating policies and procedures.

### **Inspection judgements**

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

Children enjoy attending the after school club and play with a satisfactory range of resources, which staff set out in different areas around the main hall. Staff have a basic knowledge of the Early Years Foundation Stage, which helps them support the children's learning and development. The manager has started to record observations, but does not use these to inform planning. This results in activities not always meeting children's individual interests or needs. However, staff support children's skills in their personal, social and emotional development well. They build good relationships with the children

and support children in playing with each other as they learn to take turns and share the resources.

The staff show a caring approach to the children, talking to them about their day or family. This interest and personalised approach supports children's self-esteem and confidence. Staff provide activities that cover most areas of learning, although they do not fully support children in extending their learning. For example, children play in the role-play area with the doctor's kit, but staff do not extend children's language, such as by introducing the stethoscope.

All children feel welcome within the club and come from diverse cultural backgrounds. All children play well together or alongside each other without any discrimination. Older children are mindful of the younger ones and allow them to join in their games, such as football. Staff are beginning to know each child's personality, which enables them to support each individual child.

The staff work closely with parents and welcome them into the club. The parents say how they feel confident with the care their children receive and well informed about their time within the club.

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

The club makes sure that the same member of staff collects the children from each school to provide a familiar adult. This adult then takes the group of children to the after school club, acting as their key person. However, the key person system is still in its infancy and is not well developed. Fortunately, the impact to the children is minimal as the small team of staff work with the children every day, enabling children to become familiar with them all.

Children behave well in the club. They accommodate each other and join in with each other's games. They develop independence and reflect this as they make choices for snacks and happily put different spreads on their toast and pitta bread. They take themselves to the toilet and make choices of activities, enabling them to take control and make decisions, supporting future life skills.

Children demonstrate a feeling of security as they move confidently around the club. They show familiarity with the routine of the session, putting their fluorescent jackets in one place and their coats and bags in another. They approach the staff confidently if they need help to solve disputes or just to have a chat. Staff allow children to be independent but in a safe environment, because regular risk assessments are carried out both in the club and on the journey from school. This walk provides children with daily exercise and fresh air to promote a healthy lifestyle. The options for snack time enable children to learn about healthy eating and they understand the importance of personal care routines.

Children use an adequate range of resources, with the majority in a satisfactory condition. However, sometimes quantity is limited, such as the large zoo animals, preventing children

being able to extend their play. Staff pre-select activities and arrange them around the room, making the most of all the available play space. However, they do not always present activities in an exciting, stimulating way to engage children's interest.

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

The manager of the club has an acceptable understanding of her role regarding promoting the care of the children attending. She is aware of the learning and development requirements and aims activities to complement the children's day at school. The staff work well as a team and discuss activities on a daily basis to plan for the following day. The majority of activities are put out without due regard to children's changing interests. This results in children not using some activities.

Children are well protected within the club because the staff all have a secure understanding about the process to follow if they have any concerns about the children. They implement the effective written policy and make sure this is accessible to parents on the notice board. All staff undertake training for safeguarding and update this on a regular basis. There are secure routines for the safe departure of children and safety measures within the club to allow children to play in a safe environment. For example, the external doors are locked and no visitor can enter the building unless opened from the inside.

The manager has not implemented a self-evaluation process, although she has a basic understanding of the strengths and weaknesses within the club. Staff are not yet involved in this process, resulting in several weaknesses not being identified or addressed. Staff are qualified in play work, which benefits the children. However, an appraisal system is not in place to support their personal development further, resulting in a lack of training to enable staff to update their skills. Since the last inspection, improvements have been made in partnerships with feeder schools. There is now more sharing of information between most schools and club staff, which better supports continuity in children's care.

Staff develop good relationships with parents as they welcome them into the club at collection time. They seek information about their children's needs through the completion of registration forms and discussion. Staff obtain written consents for aspects of care, such as the taking of photographs, to promote children's welfare. Parents share all policies, which helps inform them about the provision.

### **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	EY222628
Local authority	Medway Towns
Inspection number	814416

<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	61
<b>Name of provider</b>	All Saints Community Project
<b>Date of previous inspection</b>	08/12/2009
<b>Telephone number</b>	01634 85419

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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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