

# Comet Club

St. Mary The Virgin CofE School, Pheasant Way, Shaftesbury Road, GILLINGHAM, Dorset, SP8 4LP

## Inspection date

22/10/2012

Previous inspection date

05/11/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

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

- Caring staff know children very well and help them settle quickly, feel secure and make friends.
- Staff create a relaxed atmosphere where children have the freedom to follow their own interests after a busy school day.
- Children have plenty of opportunities to be outdoors with the freedom to explore and be physically active.
- Children behave very well, play cooperatively and are kind to each other. The older children are especially supportive of the youngest in the group.
- A strong partnership with the host school helps club staff meet children's needs and means children benefit from sharing school resources.
- Children are encouraged to adopt healthy lifestyles; they enjoy a variety of healthy snacks, follow good hygiene routines and are physically active.

### It is not yet outstanding because

- Self-evaluation systems are in place and developing but are not yet used consistently to set challenging targets for improvement.
- Although children enjoy a variety of activities, staff do not always plan carefully enough to provide rich, varied and imaginative experiences .

## 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 observed children's play and staff interaction, indoors and outside.
- The inspector talked with Comet Club staff, the school reception and head teacher, a parent and held discussions with the manager and other member of staff.
- The inspector looked at a sample of documentation including evaluations, planning, and a representative sample of children's development records.

## Inspector

Rachel Edwards

## Full Report

### Information about the setting

St Mary the Virgin After School Club opened in 2009. It is a privately owned group, which operates from areas within St Mary the Virgin Church of England School in Gillingham, North Dorset. The owner also has two day nurseries within the local area. The group are closely associated with the school. Children can use the school grounds for outdoor activities. The after school club operates from 3.25pm to 6pm each weekday afternoon during school term times. The club is also open all day in the school holidays if there is sufficient interest. Children primarily attend from St Mary the Virgin School but may also attend from other local schools. The setting is registered on the Early Years Register and

the compulsory and voluntary parts of the Childcare Register. They provide care for children from three years up to the age of 11 years. There are currently 38 children on roll. There are two regular and one occasional member of staff. The manager holds an early years qualification at level 3 and the fulltime assistant holds a play work qualification at level 3.

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

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

- Continue to develop the systems for self-evaluation and use these to set challenging targets for improvement.
- Develop further the planning and staff knowledge of high quality play, to provide enhanced experiences that are rich, varied and imaginative

### **Inspection judgements**

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

Children enjoy their time at the Comet Club. This is because the caring and friendly staff create a relaxed atmosphere, where children can develop their own play and ideas after a more structured day at school. Children are encouraged to make suggestions about what future activities they would like and staff incorporate these whenever possible. Staff take note of children's abilities and interests and use this information to plan enjoyable experiences that will help them develop. Staff give children plenty of time for uninterrupted play but they are always on hand to offer support, ask questions and stimulate children's interests. For example, when a child draws a monster in the playground, the staff member encourages him to think if it is fierce or friendly. The child responds 'I'm adding slime and more eyes to make him even more scarier'. Children develop literacy skills as they share stories and practise writing with chunky chalks in the playground.

Staff spend time chatting with the children and showing a real interest in each individual. In this relaxed way, even the less confident children, are happy to talk about their day at school or life at home. Children have good relationships with the staff and enjoy their involvement in their play.

Children develop their mathematical skills as they play, for example, with board games, puzzles and building with a variety of materials. They design creatively as they paint, draw and make collages. The staff carefully monitor girls and boys involvement in different

activities. They recognise that boys are sometimes reluctant to take part in craft activities so they make them more appealing, for example, by group painting large boards to make a castle. Children learn to play cooperatively, taking turns and listening to others ideas as they build dens or develop stories with small world toys.

The club has an excellent relationship with the host school. Children are able to use many of the school's resources, which adds variety and generally helps them progress well in all areas of their development. For example, they use the kitchen for cooking activities every week. These are very popular with all the children and they enjoy eating or taking home the results to share with their families. They have free access to the excellent outdoor play area and all children enjoy the freedom to run around and play noisily for a large part of the session, where they develop good skills of coordination and control. Staff have also made a cosy space indoors with cushions and books, where children are able to rest and play quietly if they wish. During the holidays, when there is more time, children enjoy additional activities, such as picnics in the park and bug hunting walks.

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

Staff work well together to make sure that all children, but especially the youngest, receive the care and support they need to make them feel happy and secure. One member of staff also works in the school nursery class and so already knows most children before they start reception. She has special responsibility for the welfare of the youngest children at the club and she helps their growing confidence and independence. This is evident as children

willingly share their news with the staff and others on arrival. Both members of staff know all the children well in this small, friendly group and they take time to make sure everyone enjoys their time at the club. Children learn to value differences through planned activities. They talk about other cultures and join in their celebrations, for example by cooking Chinese food whilst learning about the Chinese New Year.

Children behave exceptionally well. The older children have a mature attitude as they amicably resolve minor disputes and act as very good role models for the youngest children. The older children demonstrate a very caring attitude towards the younger children, for example by offering to help them wash hands or pour their drinks and involving them in their play. Club staff have attended behaviour management training with the school staff so that there is a consistent approach and children understand what is expected of them.

Children learn to keep themselves safe by using equipment in a safe and appropriate way, discussing taking risks and avoiding danger and by taking part in the emergency evacuation drills.

There is plenty of encouragement for children to understand the importance of healthy lifestyles. For example, children wash their hands as part of their daily routine and enjoy sitting together for a healthy snack, which they are not rushed to finish. They have access to drinks throughout the session. They enjoy being physically active and can choose to play outside for large parts of each session. They also have the option of attending

exercise or dance classes every week, as well as the schools own sports clubs.

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

The manager and staff understand and fulfil their responsibilities to meet the welfare and safeguarding requirements of the Early Years Foundation Stage. They have attended child protection training and they are clear about what they must do if they have concerns for a child's welfare. Staff have undergone the relevant checks to assess their suitability to work with children. The staff make sure that children use a safe environment. They carry out daily checks and take steps to minimise any hazards. Staff supervise children well, for example, when they are playing outside or cooking in the kitchen but they also give them space to develop their independence. Secure arrangements are in place to make sure children are collected by appropriate adults.

The staff have a good knowledge of the experiences children need in order to help them progress. They aim to complement the children's school day in a fun and relaxed way. The manager and staff monitor the activities they provide, taking note of what different groups of children enjoy. They use this to plan interesting activities but they are not always rich and imaginative enough to really inspire and challenge children. The manager and staff demonstrate a good commitment to continual improvement. For example, they have successfully addressed all the recommendations from the previous Ofsted report and children now have more choice and staff take greater account of children's interests. Management monitor staff performance through appraisals and professional development is actively encouraged. For example, the manager plans to undertake play work training which will further her knowledge in providing very high quality experiences for the children. Self-evaluation systems are in place, which include the views of parents and children but these are not yet fully developed to reflect the high aspirations of the staff.

The key person system supports effective links with parents and carers. Parents speak highly of the club. They value the flexibility of the provision and say their children enjoy coming to the club. They find staff friendly and approachable and feel well informed about their children's day.

Management and staff understand the importance of liaising with the host school and external agencies to ensure continuity in the care and experiences provided. To improve communication they have introduced 'sharing sheets' for the school to pass on relevant information about children's learning and care needs. These good relationships help children as they settle into the reception class and grow in confidence.

### **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

<b>Unique reference number</b>	EY388155
<b>Local authority</b>	Dorset

<b>Inspection number</b>	815896
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Elestar Services Limited Trading as Flying Start
<b>Date of previous inspection</b>	05/11/2009
<b>Telephone number</b>	01747824446

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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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