

Hempstead Out Of School Club

Hempstead Youth Centre, Hempstead Road, Hempstead, GILLINGHAM, Kent, ME7 3QG

Inspection date	25/10/2012
Previous inspection date	10/05/2010

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

- Staff provide a club with a warm, friendly atmosphere, characterised by involved and happy children, who enjoy their time there.
- Children are interested, active learners who benefit from the stimulating environment provided by the staff.
- The manager has developed good lines of communication between parents, teachers, and club staff in order to meet the children's individual needs.
- The club's approach to safeguarding children is well-developed, so staff keep children safe and maintain their well-being effectively.

It is not yet outstanding because

- Staff need to extend children's chances to be as independent as they can be through encouraging them to do as much as possible for themselves, such as in the daily routines.
- Some staff sometimes miss chances to extend children's language acquisition and to prompt them to think as much as possible by not questioning children in the best possible ways.

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 held discussions with the manager, staff and children.
- The inspector observed the children playing in the pre-school room and undertook a tour of the rooms usually used by the out of school club.
- The inspector looked at children's assessment records and planning documentation.
- The inspector completed a joint observation with the manager.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Sara Garrity

Full Report

Information about the setting

Hempstead Out Of School Club is one of several groups run by Kinder Nurseries Limited. It opened in 2009 and operates from two rooms in a youth centre. It is situated in Hempstead Village, Gillingham, in Kent. The club is open each weekday from 3pm to 6pm, term time only. All children share access to the next door school's playing fields. The club is also registered on the compulsory and voluntary parts of the Childcare Register. A maximum of 50 children may attend the club at any one time. It accepts children from the

age of five to 11 years who are in full time education. The club supports children with special educational needs and /or disabilities. There are currently 80 children aged from five to 11 years on roll, of whom 15 fall within the early years age group. Children from the local community attend for a variety of the sessions on offer. The club employs five staff. Of these, one holds a relevant early years qualification at level 3 and three hold relevant National Vocational Qualifications at level 2.

What the setting needs to do to improve further

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

- extend children's vocabularies as frequently as possible by 1) posing challenging questions that include interesting words and 2) asking 'silly questions', that amuse children and challenge their thinking
- provide children with as many opportunities as possible to build on their already good levels of independence by encouraging them to participate fully in daily routines, such as helping to prepare food and serving themselves at snack or meal times.

Inspection judgements

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

The club offers a fun and welcoming environment where children's ideas and views are valued. Children arrive excitedly and quickly settle, saying 'Hello' to staff and friends. The children are eager to explore the environment and immediately become involved in activities. Dedicated staff support and care for the children successfully, offering an exciting range of resources both inside and out. The manager has well developed links with the school which enable smooth movements between the two for the children. Staff support this link further by offering help with homework and school projects, so helping children gain a good attitude to studies outside of school hours.

Staff are very aware of the interests and stages of development of the children for whom they take particular responsibility. These are carefully reflected in the plans for the sessions. Planning is regularly reviewed and adapted to reflect the needs and interests of all the children attending. The club provides activities for children to extend what they are learning about in school. For example, the imaginative play area is turned into a 'hospital' to complement the school topic of 'Health awareness'. Staff promote children's creative abilities in other ways too. A variety of craft resources such as glitter, pipe

cleaners, wool, feathers and stars encourage children to express their own ideas and engage their imaginations. The children enjoy showing their pumpkin masks and scary ghosts masks to friends and parents.

The staff generally support the children consistently with learning and development; however, sometimes staff miss chances to extend children's language development. The children enjoy using different computer games and exploring their immediate outside environment, extending their understanding of technology and the world around them. Community involvement is important to the club; staff take the children on trips as well as arranging for interesting visitors, such as the community police officer.. The club has a good selection of books which the children can access freely. There are comfortable areas in which children may settle down quietly to read and socialise. Children especially enjoy the frequent visits to the library next door, where they can borrow books as well as stay with staff and listen to stories being read.

The staff team are committed to providing children with good quality fun and learning experiences. There are ample activities that provide children with challenges, such as putting together a tricky train track. Most of all, children are well motivated and are able to participate in a range of exciting activities with their friends after school.

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

A well-developed 'key person' approach has been established in the club. Staff show an in-depth knowledge of all of their 'key children'. This system ensures that they are able to support effectively both the physical and emotional well-being of all children; consequently, children feel secure and settled. At the end of the session the children excitedly show parents their creations and give them a tour of the club, so that they can stay longer, playing with friends and staff.

Snack time is a social occasion with staff and children sitting down together to talk about their day. The children are offered a selection of sandwiches, pizza and fruit to choose from, with squash and water freely available throughout the session. This time is very relaxed with children being given enough time to eat their snack and help tidy up, although staff do not take every chance to develop children's independence and take on small tasks. Children are aware of how to look after themselves; they enjoy going outside to play football with friends as well as making use of the extensive play space to run around and explore.

Children are encouraged to talk about how they feel; they are kind and helpful to staff and friends. All children show that they feel confident; they readily approach staff and ask for help, as well as to show their achievements. The older children help and support the younger members and, through this, extremely positive relationships are being nurtured. They make choices about play and show good levels of concentration and enjoyment in individual and group activities.

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

The club is effectively led and managed. The manager is well-organised, and is supported in her role by a competent line manager. Rigorous vetting and recruitment procedures ensure all persons employed are cleared as suitable to work with children. The policies and procedures are regularly reviewed and updated, and are closely followed by all staff. Staff are committed to keeping the children safe and protecting them from harm. All staff have undertaken paediatric first aid and safeguarding training. The premises are kept secure; doors have keypads and a password system is in place, for children being collected by someone other than their usual carer.

The manager supports the staff and deploys them effectively, ensuring that children are supervised well both indoors and outside. The manager monitors staff performance through regular one-to-one support meetings and yearly appraisals. She is aware of strengths and weaknesses and how to effectively address them. Staff are offered additional support and encouraged to develop their knowledge and skills through attending training courses. The club further monitors practice by holding regular staff meetings, where staff are encouraged to voice their ideas and opinions. Parents and children are also encouraged to be actively involved in improving practice through discussions and meetings. Action plans are in place to address identified areas for improvement. The manager has a good working knowledge of the requirements of the Early Years Foundation Stage, and is aware of the importance of quality practice. The club has well established links with other agencies and use them effectively to support the children's care and learning needs. The staff have forged positive relationships with parents who are actively encouraged to regularly talk to their child's key person, as well as having a contact book to further develop a good two-way flow of information. Parents spoken to were very happy with the service the club provides.

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	EY401618
Local authority	Medway Towns
Inspection number	816183
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	50
Number of children on roll	80
Name of provider	Kinder Nurseries Ltd

Date of previous inspection	10/05/2010
Telephone number	016342 30222

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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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